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ABSTRACT

This document consists of a series of loosely related articles and essays each describing various aspects of the author's vision of public education in the United States in the twenty-first century. The titles of the included materials are: "Looking in on 21st Century Public School Education in America"; "Teaching/Learning in the 21st Century Schools: A View of Tomorrow"; "Preparing Teachers for the 21st Century: Outlook for the Future"; "Next Generation Students"; "Learning by Doing: Developing 21st Century Citizens in Today's Classrooms"; "The Past-Present-Future Tenses of Social Studies Education"; "Role Playing Social Scientists in Classroom and Field-based Environments of a Real Life or Real-to-life Nature"; "Putting the 'Science' in Social Science into the Social Studies Curriculum of Middle School Education"; "Putting Students in Touch with their Worlds"; "Modeling Historic Events: A Classroom Research Strategy"; "Proactive Students and Inquiry Based Learning"; "Human Dynamics in the Classroom"; "The Teaching/Learning Process"; "Sequencing Students' Communication Skills Development across the K-12 Social Studies Curriculum"; "Using Schema to Sequence Communication Skills Development among Learners"; and "Art Awareness and Critical Skills Development across the K-12 Curriculum." (DB)

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TEACHING/LEARNING IN 21ST CENTURY SCHOOLS
A View of Tomorrow

SOCIAL STUDIES

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GLOBAL HORIZONS

June 1991

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LOOKING IN ON 21ST CENTURY PUBLIC SCHOOL EDUCATION IN AMERICA

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An individual's ability to process information; that is, to give it meaning and purpose within the context of one's experiences and life's situations, is a more critical factor in the formal education of 21st Century students (K-12) than is mere content acquisition and retention.

Classroom teachers are skilled as critical thinkers, decision makers, and problem solvers as they challenge students to develop and apply these abilities in real life and real-to-life (simulated) situations.

Proactive teachers create environments in which students interact with state-of-the-art technology (hardware and software) as they assume a greater degree of responsibility for their education than was evidenced by instructional strategies in the 1990s.

Inquiring students are accountable for decisions made as well as the overt behavior resulting from their attempts to resolve personal/social conflicts, to clarify issues, to solve problems, or to better understand situations.

PAM. The Proactive Action Model (PAM) is a strategy designed to enhance critical thinking, decision making, and problem solving skills acquisition and proficiency among students -- as a result of continuous application, reinforcement, and refinement within the context of real life and real-to-life situations set in the classroom and at field-based sites within the community-at-large.

As analysts and evaluators, students exhibit certain processing skills.

* Perceive conflicts, issues, problems, and/or situations;
* seek data from diverse sources;
* synthesize relevant data into a meaningful whole for purposes of refining perceptions;
* brainstorm possible alternative courses-of-action to resolve conflicts, to clarify issues, to solve problems, and/or to better understand situations;
* scrutinize alternative courses-of-action and determine the consequences of each;
* select the most appropriate course-of-action;
* design an implementation strategy;

* monitor the effects of the implemented strategy;

* collect and analyze strategy-generated data;

* evaluate the effectiveness of the implemented strategy;

* apply knowledge/generalizations/insights gained from the PAM process to perceptions, thought processes, and future actions.

(See Diagram I: Proactive Action Model)

MENU SCHEMA. Imagine, for a moment, 21st Century middle and secondary schools that reflect real life in their every aspect, and ask students to make critical decisions that effect their daily lives!

Not all students learn (nor want to learn) the same thing(s), at the same time, in the same way(s), and to thee same degree of proficiency. Thus, schools must accommodatee these differences.

While some students are more alert and learn more-readily during the morning hours, others seem to perform equally-well all day long. Likewise, some teachers are more effective in the morning hours while others are equally-effective in the mornings and afternoons. The challenge to administrators is to design systems that match teachers and students of similar styles and types -- in order to maximize optimal teaching/learning moments.

Toby Summers and three of his eighth grade classmates arrive at Benson Middle School at 7:15 AM. After their locker routine, the boys proceed to their homeroom without delay. Upon arriving at Room 21, they are cheerfully greeted by Mrs. Wright and handed computer cards.

Taking their seats, the boys focus their attention on the desk-

top computer screens before them. At Benson Middle School, each desk (study center) is equipped with a specially-designed computer that allows a student access to the class schedule planner in the front office. Except for specialities in art, music, and vocational education, classes are structured to accommodate thrity students per period. In order to design a preferred weekly menu, each student must arrive at school -- each-and-every Monday morning -- with a carefully planned weekly agenda.

Toby inserts the card given to him by Mrs. Wright into the computer console and selects his class menu for the coming week. Having completed this task, all students in Room 21 hand-in their menu cards to Mrs. Wright. The cards are bundled and sent to the front office for validation.

Irregardless of the menu designed, all students will fulfill daily and weekly curriculum requirements, and they will meet for

the required number of minutes of instruction per day in CORE and elective subjects (1).

After morning announcements, validated menu cards are returned to the several homerooms and handed back to students. The first period passing bell rings, and Toby and his classmates begin a new and challenging week at Benson Middle School.

WHY CHOICE? By allowing Toby and his classmates to design their weekly menus, they are motivated (for a variety of reasons) to be in a given class -- at a given time of day -- because that particular class (and possibly the teacher as well) meets a personal need in their lives. Needs change from time-to-time, and because the needs of individuals vary, it is most-likely that students will opt for different menus from day-to-day. For example, Toby designed the following menu for the week of November 1st - 5th in order to meet his needs and to achieve personal goals.

TOBY SUMMERS 8TH GRADE/HR 21 MRS. HELEN WRIGHT

MONDAY/NOVEMBER 1

PERIOD 1	MATHEMATICS	ROOM 24/MR. LANGHORN
PERIOD 2	EARTH SCIENCE	ROOM 14/MRS. JEWETT
PERIOD 3	WORLD HISTORY	ROOM 17/MR. CARTER
PERIOD 4	ENGLISH/READING	ROOM 11/MR. STAPLES
PERIOD 5	PHYSICAL EDUCATION	GYM MR. HOLLY
PERIOD 6	ART/DRAWING	ROOM 07/MS. BLAKELY
PERIOD 7	STUDY	ROOM 10/MR. WALLACE

During PERIOD 7, Toby will begin preparing for the PERIOD 2 EARTH SCIENCE test (November 2nd). By scheduling ART/DRAWING during PERIOD 6, Toby has allowed himself time to relax before intensive study the following period.

TUESDAY/NOVEMBER 2

PERIOD 1	STUDY	ROOM 16/MRS. POLLARD
PERIOD 2	EARTH SCIENCE	ROOM 14/MRS. JEWETT
PERIOD 3	WORLD HISTORY	ROOM 17/MR. CARTER
PERIOD 4	ENGLISH/READING	ROOM 11/MR. STAPLES
PERIOD 5	MATHEMATICS	ROOM 15/MR. CARLSON
PERIOD 6	MUSIC/BAND	ROOM 32/MR. JONES
PERIOD 7	PHYSICAL EDUCATION	GYM MR. BARNES

Toby plans to use PERIOD 1 STUDY to review for the upcoming PERIOD 2 EARTH SCIENCE test.

WEDNESDAY/NOVEMBER 3

PERIOD 1	WORLD HISTORY	ROOM 17/MR. CARTER
PERIOD 2	WORLD HISTORY	ROOM 26/MRS. TILLEY
PERIOD 3	EARTH SCIENCE	ROOM 14/MRS. JEWETT
PERIOD 4	ENGLISH/READING	ROOM 11/MR. STAPLES
PERIOD 5	MATHEMATICS	ROOM 15/MRS. CARLSON
PERIOD 6	STUDY	ROOM 27/MR. HOBART
PERIOD 7	PHYSICAL EDUCATION	GYM MR. BARNES

Toby's WORLD HISTORY inquiry team is researching the Inca civilization. They have decided to meet after the PERIOD 1 class to complete their audiovisual presentation. During PERIOD 2, they will finalize their project in the Social Studies Activities Center (SSAC).

THURSDAY/NOVEMBER 4

PERIOD 1	EARTH SCIENCE	ROOM 14/MRS. JEWETT
PERIOD 2	ART/DRAWING	ROOM 06/MRS. CARALOTTI
PERIOD 3	WORLD HISTORY	ROOM 17/MR. CARTER
PERIOD 4	ENGLISH/READING	ROOM 11/MR. STAPLES
PERIOD 5	MATHEMATICS	ROOM 15/MRS. CARLSON
PERIOD 6	STUDY	ROOM 27/MR. HOBART
PERIOD 7	PHYSICAL EDUCATION	GYM MR. BARNES

Toby and his PERIOD 1 EARTH SCIENCE classmates are going on a nature walk. They will collect artifacts for later classroom study. Toby has decided to use his collection of leaves, bark, fungi, moss covered stones, etc. as the basis for a still-life study in ART/DRAWING. Because he wants to record his impressions on canvas as soon as possible after the event, Toby has scheduled ART/DRAWING for PERIOD 2.

FRIDAY/NOVEMBER 5

PERIOD 1	MATHEMATICS	ROOM 24/MR. LANGHORN
PERIOD 2	WORLD HISTORY	ROOM 17/MR. CARTER
PERIOD 3	EARTH SCIENCE	ROOM 14/MRS. JEWETT
PERIOD 4	STUDY	ROOM 110/MR. AUSTIN
PERIOD 5	ENGLISH/READING	ROOM 11/MR. STAPLES
PERIOD 6	PHYSICAL EDUCATION	GYM MR. BARNES
PERIOD 7	STUDY	ROOM 10/MR. WALLACE

During PERIOD 4 STUDY, Toby will begin working on assigned weekend homework for his periods 1-3 classes. PERIOD 7 STUDY will allow him the opportunity to complete this work and to begin his ENGLISH/READING homework. Having these assignments completed will enable Toby to accompany his parents/brothers-and-sisters on a planned weekend trip to a nearby lake.

TEACHERS' SCHEDULES AND DUTIES. Teachers are given the option of being scheduled for morning classes/duties, mid-day classes/duties, afternoon classes/duties, or any combination thereof.

BUS/HALL DUTY	7:15 - 7:45 AM
HOMEROOM	7:45 - 7:55
PERIOD 1	8:00 - 8:50
PERIOD 2	8:55 - 9:45
PERIOD 3	9:50 - 10:40
PERIOD 4	10:45 - 11:35
PERIOD 5	11:40 - 12:40 PM
(A Lunch:	11:40 - 12:00)
(B Lunch:	12:00 - 12:20)
(C Lunch:	12:20 - 12:40)
PERIOD 6	12:45 - 1:35
PERIOD 7	1:40 - 2:30
BUS/HALL DUTY	2:30 - 3:00

Morning teachers (7:15 - 10:40 AM) supervise bus/hall duty and teach periods 1-2-3. Mid-day teachers (10:45 AM - 12:40 PM) are in their classrooms periods 4-5-6 and supervise A-C lunches. Afternoon teachers (11:40 AM - 3:00 PM) are in their classrooms periods 5-6-7 and supervise after-school bus/hall duty.

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TEACHING/LEARNING IN 21ST CENTURY SCHOOLS: A VIEW OF TOMORROW

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With the motto: 'students should learn because of teachers and not in spite of teachers' as its focus, teaching and learning will take on a new character in the not-too-distant future.

In 21st Century classrooms and at field-based sites, teachers and students will interact within the context of Directed Learning Environments (DLEs), Alternative Experience Environments (AEEs), Simulated Experience Environments (SEEs), and Perception Enrichment Environments (PEEs).

Teacher instruction will be supplemented by the expertise and skills of community resource people. Resource places, things, and events will augment school system resources. Direct student exposure to/interaction with real life world phenomena will not only enrich their learning but will help them bridge the perceptual 'gap' that exists regarding the relevance and application of formal education, and related processes, to everyday life in the community.

Students will be skilled as processors of information, and they will be proficient at working with hi-tech hardware/ software.

Teachers will function as learning diagnosticians and they will design/develop individualized learning plans for students. Instead of working with the traditional number of students found in the typical classroom of the 1990s, teachers will function on a one-to-one basis with students of differing abilities/ interests/needs in a variety of locations within the school plant... across the K-12 curriculum.

At different times during the day, a teacher may be found in the media production center working with a small inquiry team as students develop a multimedia presentation; in the library helping students research primary/secondary source materials; meeting with guidance personnel to discuss student's individualized learning plans; meeting with fellow teachers and support services personnel to design/develop instructional strategies and student-centered activities; touring community resource sites as part of the lesson development process; working with students needing remedial instruction; conferring with instructional materials specialists; and working cooperatively with a small number of students in a more-traditional classroom setting.

No longer are teachers confined by the four walls of the classroom in their individual/collective efforts to work WITH students. They incorporate the totality of the community lifespace environment into the teaching/learning process, and they enlist the skills of community-based resource people to

enhance student comprehension and acquired skills application, reinforcement, and refinement. 21st Century teachers will move from client group-to-client group for shortened periods-of-time as students assume a greater degree of responsibility for their learning.

Student self-instruction will be a reality! As processors of information, they will be skilled in higher order cognitive abilities and they will be able to apply acquired concepts/ knowledge/subject-related skills to new and diverse situations as they attempt to resolve perceived conflicts, clarify issues, and solve problems of a personal or social nature.

LEARNING ENVIRONMENTS

Directed Learning Environments (DLEs). When initially introduced to subject matter-related information, students must be logically and systematically led through the intellectual maze that leads to the mastery of acquired concepts, knowledge, and skills. In DLEs, the teacher is in charge of the instructional process; designing strategies, learning activities/experiences, modeling desired abilities and skills, monitoring student's guided practice, and evaluating their individual/collective progress toward goal attainment.

For example: Mr. Wymann introduces his seventh grade students to the science laboratory. He explains proper lab behavior and procedures, and he demonstrates the use/care of specific pieces of equipment. Following this presentation, Mr. Wymann supervises the several lab teams as they demonstrate their ability to function in this setting.

For example: In the eighth grade social studies class, Mrs. Fletcher begins a unit on the THIRD WORLD by introducing students to the continents of Africa, Asia, and South America. Sound filmstrips and video tapes are used to enhance students' perceptions of Third World nation characteristics (e.g., high unemployment, unskilled labor force, lack of educational opportunities among the masses of people, extreme poverty, absence of adequate health/medical care, low per capita income, sub-standard of living) and to reinforce lecture comments.

Alternative Experience Environments (AEEs). Once equipped with subject matter-related concepts, knowledge, and skills, students assume a greater degree of responsibility for their learning and related experiences. In AEEs, teachers assume the roles of learning facilitators as well as learning support specialists and resource personnel. Students are provided opportunities to choose from among diverse self-instruction scenarios those activities/experiences which best meet personal needs, and compliment the abilities/skills of individual students. The diverse scenarios are so-designed by teachers that irregardless of the specific activities/experiences chosen, by students, each-

and-every one leads to the attainment of common goals and objectives.

For example: In their inquiry teams, students design research activities to conduct at selected field-based sites within the community lifespace environment. Using the scientific method as a guide, they collect artifacts, samples, and data which will be studied, in detail, back in the science lab. Thus, students begin to perceive relationships between school-based assignments and real world phenomena.

For example: Tommy and his inquiry team partners decide to compare the culture traits of African and Asian nations. Using the Proactive Action Model (PAM), they collect and analyze relevant data, clarify their perceptions about each culture selected for study, decide upon a method of data presentation, create a multimedia project, and use this material to introduce classmates to the distant/far-removed nations and cultures of Cambodia and Chad.

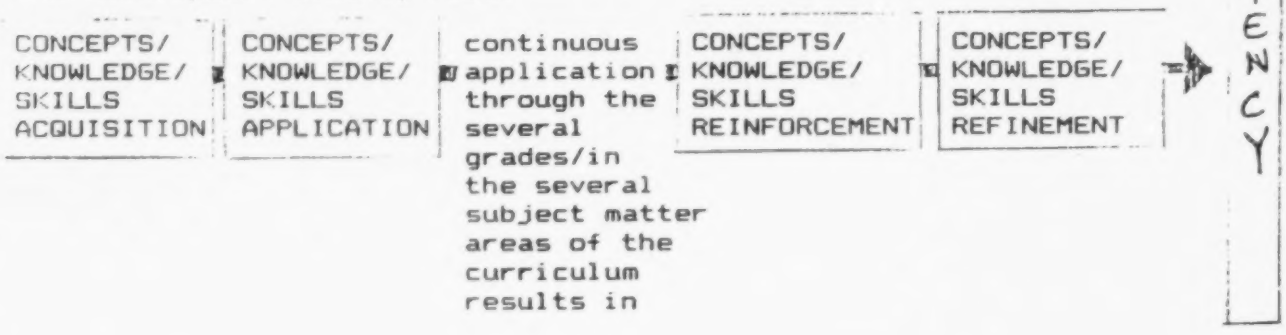
Simulated Experience Environments (SEEs). In Directed Learning Environments and Alternative Experience Environments, students are introduced to/interact with natural and social phenomena in classrooms and at field-based sites. In Simulated Experience Environments, students interact with phenomena in a vicarious sense as they role play, view multimedia presentations, and read/discuss primary source materials. SEEs enable students to gain exposure to/interact with real life phenomena that are distant/far-removed or historical-in-nature through real-to-life experiences. Thus, SEEs dovetail with- and enhance direct learning experiences that occur in DLEs and AEEs. Together, these three 'environments' provide students with direct/vicarious experiences that broaden their perspectives about- and understanding of conflicts/issues/problems/situations regarding natural and social phenomena that comprise our planet.

For example: Air/noise/sight/water pollution are problems confronting everyone -- whether living in urban or rural regions of the United States. What can be done, NOW, to safeguard natural and social environments, and to guarantee that future generations will inherit a quality lifespace environment? Working as members of small inquiry teams, students research their chosen topic(s) and ascertain existent programs and policies. Based upon data compiled, each team makes a formal proposal to the class as to how contemporary problems can be resolved, and how the desired state of future environments can be guaranteed.

For example: Juniors and Seniors enrolled in the CONTEMPORARY ISSUES class debate the United States' presence in the Middle East. Using homefront support for/opposition to the nation's involvement in Vietnam as a model, students identify the several interest groups and 'publics' embroiled in the discussion over the Bush administration's Desert Shield policy. Each group is represented in an open-forum format, and students research the position/policies of the group that each has volunteered to join -- based upon personal attitudes and opinions. As a result of

this activity, students develop a perceived relevance between the vocal support/opposition of the 1960s-1970s and the contemporary world dealing with a similar military involvement in a foreign land.

Perception Enrichment Environments (PEEs). Having acquired and applied key concepts, a body of knowledge, and critical thinking skills to the learning process, students reach the final phase of the development schema; PEEs.


CONCEPTS/ KNOWLEDGE/ SKILLS ACQUISITION
CONCEPTS/ KNOWLEDGE/ SKILLS APPLICATION
continuous application through the several grades/in the several subject matter areas of the curriculum results in
CONCEPTS/ KNOWLEDGE/ SKILLS REINFORCEMENT
CONCEPTS/ KNOWLEDGE/ SKILLS REFINEMENT
PROFICIENCY

It is within the context of Perception Enrichment Environments that students hone acquired knowledge and skills, and enrich their understandings about natural/social phenomena, e.g., people, places, things, and events, that exist nearby/close-at-home and distant/far-removed from the context of the immediate lifespace environment. Direct and vicarious experiences provide students with data needed in order that they might more-clearly comprehend the complexity of the world(s) in which they live.

For example, in the 9th grade science class, students investigate the GREEN REVOLUTION phenomenon -- and its impact upon the life expectancy of people in India and in other regions of the world. This unit: GREEN REVOLUTION AND THE THIRD WORLD has been designed/team taught by members of the science and social studies departments. Initially, students are acquainted with the location of India on world maps, and they research primary/secondary source materials for relevant data about India and its people. Students also investigate the GREEN REVOLUTION to determine its origins and application to western provinces/states in India during the 1970s-1980s. Students are introduced to the terrain of India through films, filmstrips, and video tapes. Guest speakers who have lived in/visited India show slides and comment on the effects of the GREEN REVOLUTION upon the day-to-day lives of the masses of people.

21ST CENTURY TEACHERS: CONTRACTED SERVICES SPECIALISTS

In many schools of the coming decades, teachers of the social studies will apply their expertise to learning situations both inside and outside the traditional classroom setting, and many will provide short term contracted services, on a needs basis, to school systems, nationwide!

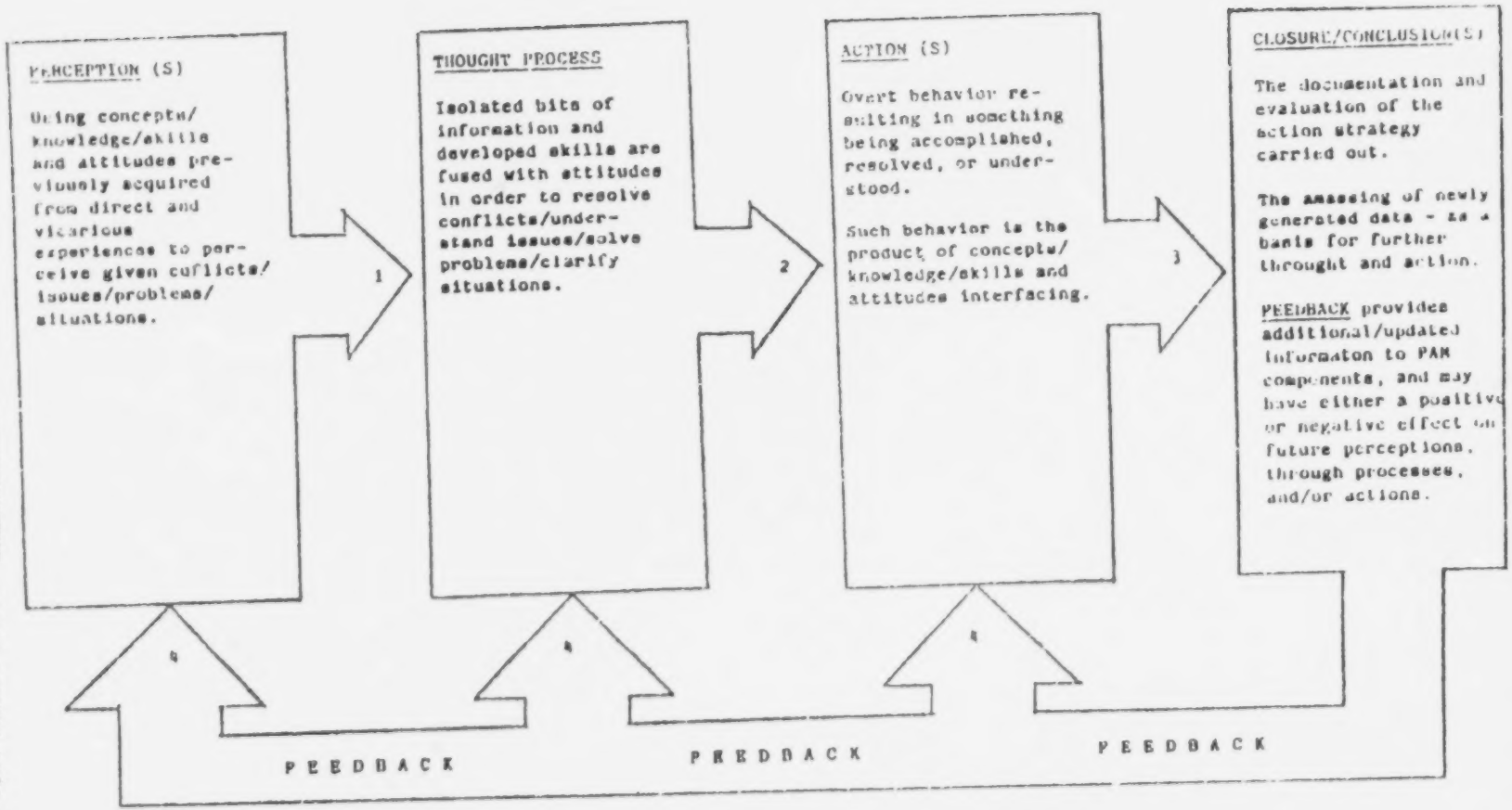
No longer will master teachers be limited to the professional opportunities offered by one school system/one social studies department, alone. These highly skilled social studies professionals will be mobile -- applying their unique abilities in diverse settings, across the nation, on a contracted services basis re: creating instructional programs, improving inservice training, designing curricula, adopting new classroom management strategies, and assessing student teachers.

FOR EXAMPLE, it will be possible to find a social studies teacher who is in great demand negotiating with a school system in Colorado to serve as a teacher evaluator for a four month period, and then deciding to perform the same service for a system in Massachusetts. Another social studies teacher, skilled in classroom management, will provide a series of inservice workshops in Phoenix, and then contract to supervise student teachers at a mid-west university until the end of the semester.

As is the case with contracted services personnel in the nursing profession, skilled classroom teachers will move from system-to-system, state-to-state -- meeting the specific needs of school systems on short-term bases; ranging anywhere from a few weeks to several months.

If they choose to do so, these skilled social studies professionals may function as system analysists -- diagnosing needs and prescribing courses-of-action, as well as evaluators of programs, student achievement, and teacher performance.

There are many GOOD social studies teachers -- but only a few GREAT social studies teachers! In the coming decades, these individuals will come to find their talents in greater demand, by an increasing number of school systems, nationwide. In fact, these few will serve as educational trouble-shooters for the nation.


PERCEPTION (S)
Using concepts/ knowledge/skills and attitudes previously acquired from direct and vicarious experiences to perceive given conflicts/ issues/problems/ situations.
1
THOUGHT PROCESS
Isolated bits of information and developed skills are fused with attitudes in order to resolve conflicts/understand issues/solve problems/clarify situations.
2
ACTION (S)
Overt behavior resulting in something being accomplished, resolved, or understood.
Such behavior is the product of concepts/ knowledge/skills and attitudes interfacing.
3
CLOSURE/CONCLUSION(S)
The documentation and evaluation of the action strategy carried out.
The assessing of newly generated data - as a basis for further thought and action.
PEEDBACK provides additional/updated information to PAM components, and may have either a positive or negative effect on future perceptions, through processes, and/or actions.
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PEEDBACK
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Preparing Teachers for the 21st Century

Outlook for the Future

In its Global 2000 Report to the President, the Council On Environmental Quality (1981) stated that the world in 2000 will be different from the world today in important ways.

Technological advances, increased trade, tourism and cultural exchanges, environmental concerns, competition for markets and scarce resources will draw nations and peoples into increasingly complex relationships. Increased human interaction across national and continental boundries will increase the potential for cooperation and conflict. According to the National Council for the Social Studies (1982), the day-to-day lives of average citizens, as well as the destinies of nations, will be influenced by growing international, cross-cultural links.

The evolution of global systems of communication and transportation; the incorporation of local, regional, and national economies into a world-wide global economy; increased interaction between societies, resulting in a global culture which exists along with an array of distinctive local, national, and regional cultures; the emergence of a world-wide international system which is eroding the traditional boundries between domestic and international policies; the increasing impact of human activity upon the planet's ecosystem and the increasing constraints of human activity imposed by the limits of the system; and an expanding global consciousness which enhances awareness of our identities as members of the human species, as inhabitants of the planet Earth, and as participants in a global system (NCSS,

1982) are characteristics of a world in which today's children and youths will function as citizens of the 21st Century.

Domestic and international conflicts, issues, and problems will demand that these citizens think critically and objectively, make rational decisions, and act responsibly when solving matters of global concern and magnitude. They will be required to understand and interact with cultures, languages, lifestyles, and value systems unlike their own.

The Social Sciences-Bases of Understanding

The Curriculum Task Force of the National Commission On Social Studies in the Schools (1989) believes that changes in our society and in the larger world place new and interesting demands on our nation and its citizens. It is urgent, even imperative, that young Americans acquire a broader, more comprehensive and connected understanding of historical and contemporary human affairs.

The United States is a cultural microcosm of the world, and within three decades racial and ethnic groups will outnumber the white population for the first time. In America's classrooms, this phenomenon will occur much sooner than that. In fact, many middle class, white teachers are confronted with student populations diverse in cultural backgrounds in today's classrooms.

In order for teachers to successfully interact with students of diverse ethnic and racial backgrounds, they must know about and understand the character of global cultures.

Today's teacher trainees must be exposed to and knowledgeable about selected concepts, content, and skills related to anthropology, economics, geography, the histories of non-Western European and Western European societies, political science, psychology, and sociology.

They should be familiar with, e.g., supply-and-demand, favorable balance-of-trade, market economy, command economy, colonization, imperialism, strategic location, human resources, empire, nationalism, grass roots support, liberation, norms, mores, and folkways.

Trainees must study the art, literature, and music of diverse cultures. Degree requirements should include a minor in a non-Western European culture or regions study, and reading/writing proficiencies in a foreign language.

Only those teachers who are knowledgeable about diverse cultures will be able to impart such knowledge and insights to students in classrooms, and only they will be able to encourage students to inquire and explore on a global scale.

Teacher Training-Preparing for Tomorrow

Undergraduate training programs should focus attention on the differences and similarities among diverse cultures and social groups regarding beliefs, customs, lifestyles, and values.

Trainees should compare and contrast non-Western European and Western European societies; study the impact of physical geography upon human cultural development and vice versa; and realize that while every culture views the world from a biased

perspective, there are universal concerns, issues, and problems that must be acted upon cooperatively. Recognition of diverse cultures does not necessarily mean personal acceptance of these beliefs, customs, or lifestyles but rather that an individual is aware that differences do exist among social groups.

For Junior and Senior-level trainees who have been admitted to advanced studies at their respective institutions, there should exist ample opportunities for global travel.

At the federal level, a Fulbright Seminars Abroad-type program should be created. An effort similar to the U.S. Office for International Development's program for college-level students from foreign lands should exist to enable teacher trainees from the United States to experience intensive language training in host nations.

Teacher training institutions should develop linkage institutes with foreign nations, e.g., the Florida-Brazil Linkage Institute at The University of Florida, and the Florida-Canada Linkage Institute at The University of Central Florida.

Internationally-oriented businesses and industries as well as private foundations must invest in our global future by establishing culture interaction programs. Teacher trainees from the United States and selected foreign nations would attend each other's institutions and be trained in the culture and instructional methodologies of the host nation.

Foreign governments and the private sector must institute training and exchange programs. For example, the Keizai Koho

Center Fellowships program enables North American educators to visit Japan and to interact with families in their homes.

The National Endowment for the Humanities must support programs designed to enhance aesthetic appreciations and understandings of the contributions of global cultures to the assemblage of human endeavors referred to as the American culture.

The National Council for Geographic Education, the National Council for the Social Studies, and other professional organizations must initiate programs related to the professional training needs of tomorrow's teachers.

Only by travelling to foreign lands will teacher trainees develop a sense of cultural diversity, be able to compare teaching styles and curricula, investigate economic development and the character of foreign competition, tour industrial sites and meet with workers, and nurture a perspective of who they are as individuals and who we are, collectively, as members of a global society.

Tomorrow's teachers must sense that ecological concerns, e.g., conservation, resources management, and stewardship; social concepts, e.g., cooperation, respect for diverse beliefs/customs/values, and tolerance of peoples and things that are different from us and ours; and the sharing of ideas and information as well as financial, natural, and social resources are critically important for the well-being of human groups and natural environments on a global scale. These concerns and concepts constitute the basis for ecological/social studies across the

K-12 curriculum.

Trainees must be skilled in critical thinking, decision making, and problem solving. Continuous practice in these skills should permeate content and methods instruction. The Proactive Action Model (PAM) can be used to affect skills development in teacher trainees.

The process of cultural awareness and interaction initiated at the undergraduate level must be continued as inservice training in school systems across America. There is a need to periodically enrich and reinforce the insights, skills, and content knowledge of classroom teachers especially within the context of a rapidly changing world.

Bridges must be built between teacher training institutions and the public schools. It is not enough to train teachers and then abandon them once they have settled into their classrooms. There must exist a commitment, on the part of training institutions, to service the professional needs of teachers in content, materials, and methodologies.

Data acquisition and data delivery strategies must be periodically revised so that additional information, newly developed materials, and innovative strategies and techniques can be explored, understood, and applied to classroom settings in which students explore their global lifespace.

Teacher Roles

Tomorrow's teachers must instill in students a sense of responsibility to one another and to their world, and train them

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in citizenship skills related to everyday living, e.g., functioning in social groups; working cooperatively with others; and striving to clarify issues, resolve conflicts, and solve problems of mutual concern. They must also develop the ability to function in the classroom and in the field in a variety of instructional roles.

Whenever students are introduced to culture study concepts or social science content and related skills, there is a need for teacher-directed learning in Structured Learning Environments. Teacher-designed, measurable goals and objectives as well as student involvement in repetitive drill and application exercises characterize this domain.

Having acquired or developed essential concepts, content, and skills in SLEs, students choose activities and experiences from among teacher-designed Alternative Learning Activities. In ALAs, the teacher functions mainly as a facilitator of student learning.

In Simulated Environment Experiences, the teacher serves as a resource to enhance student self-directed learning. An emphasis is placed on concepts, content, and skills application, reinforcement, and refinement in role playing scenarios requiring inquiry, decision making, and action on the part of learners. Often times, the teacher becomes a cooperative learner as he/she works with student inquiry groups.

A National Curriculum

Because school-aged children and youths must be prepared to live in tomorrow's global society, and because of the high rate of mobility of our nation's population, the times demand that we

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focus students' attention on eco/social studies, and guarantee that no matter where they live or what school system they attend they will be formally introduced to their global lifespace, and will be versed in basic concepts, content, and skills related to 21st Century living.

The creation of a national curriculum would serve as the vehicle for detailed program development, materials creation, instructional strategies updating, and teacher inservice training across the K-12 spectrum.

Classroom teachers, curriculum specialists, scholars, representatives of professional associations and organizations, school board members, school administrators, representatives of business and industry, representatives of the U.S. Department of Education and other government agencies, and teacher training professionals should create a broad curriculum outline - thus allowing each state to design its particular culture studies program within the framework of general concepts, content, and skills.

Using the spiral curriculum approach, and developing students' perceptions of the immediate and known to the far-distant and unknown, the nation's blue ribbon panel should design student experiences related to the neighborhood/community lifespace (K-2); the natural and social environments found in the region (3-4); state and national lifespace environments (5-6); and the natural and social environments of the global lifespace (7-12).

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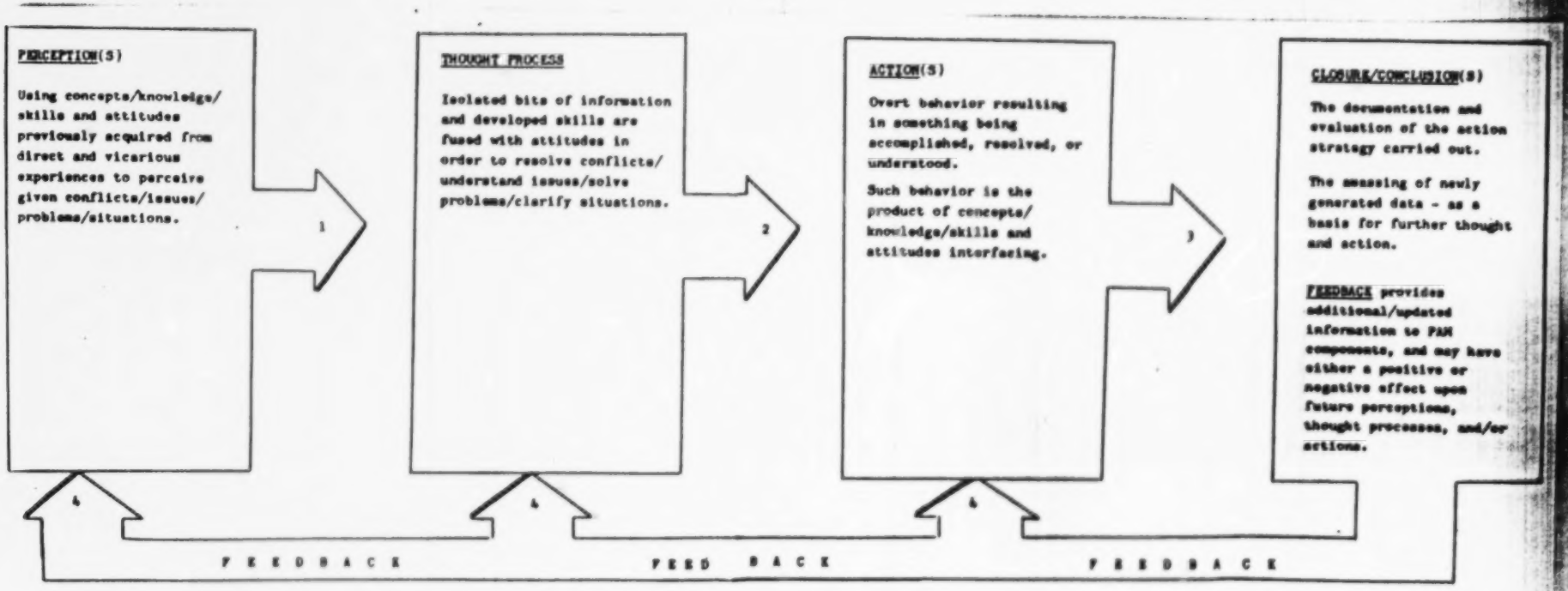
PERCEPTION(S)
Using concepts/knowledge/ skills and attitudes previously acquired from direct and vicarious experiences to perceive given conflicts/issues/ problems/situations.
1
THOUGHT PROCESS
Isolated bits of information and developed skills are fused with attitudes in order to resolve conflicts/ understand issues/solve problems/clarify situations.
2
ACTION(S)
Overt behavior resulting in something being accomplished, resolved, or understood.
Such behavior is the product of concepts/ knowledge/skills and attitudes interfacing.
3
CLOSURE/CONCLUSION(S)
The documentation and evaluation of the action strategy carried out.
The assessing of newly generated data - as a basis for further thought and action.
FEEDBACK provides additional/updated information to PAM components, and may have either a positive or negative effect upon future perceptions, thought processes, and/or actions.
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NEXT GENERATION STUDENTS

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What lies ahead for 21st Century students in our nation's public schools (K-8)? How will students be expected to acquire information from the several subject matter areas of the curriculum? What are the basic skills that students will need to possess -- in order to survive in tomorrow's world?

Let's envision, for a moment, a school system designed to truly meet the abilities/experiences/interests/needs of ALL students. In this imaginary system of the not-too-distant future, students will interact with hi-tech hardware/software as they inquire and discover for themselves. Middle school students (5-8) will design their weekly class schedules (menus) to meet personal needs, and to maximize the potential of optimum moments of learning that occur during the course of any given school day, and which vary in frequency and intensity from student-to-student.

Because students will become independent learners, to a greater degree than they are allowed to be in today's schools, the role(s) of the classroom teacher will change -- and in some cases very dramatically. No longer will the teacher always be in command of what students do; in control of when students do that which they do; nor determine to what degree of complexity each-and-every student will acquire/process information. At times, the teacher may be a director of learning when designing activities which require that students model teacher behavior in order to acquire new concepts/knowledge/skills. Once equipped with these traits, students experiment and inquire for themselves. In these instances, the teacher functions as a facilitator of learning, a monitor of student progress toward goal(s) attainment, an evaluator of student proficiency, and as a cooperative learner -- working WITH students in their inquiry teams.

To enable 21st Century students to function independently in school and during their daily lives within the context of the lifespace environment that is the community-at-large, the curriculum strategy must provide students opportunities not only to acquire skills related to critical thinking, analyzing and synthesizing, decision making, and problem solving -- but to continually apply them to real life and real-to-life (simulation) situations until a predetermined degree of mastery/proficiency is attained.

The Proactive Action Model (PAM) can be used in grades 4/5 through 8, in all subject matter areas of the curriculum, to enhance skills development among students. Whenever possible, students interact, directly, with resources found within the confines of the local community/region. Connections must be made or perceptual 'bridges' must be built, in the minds of students, between that which happens in the school with the realities of life within the community lifespace so that they can begin to understand the relevance of one to the other.

(See Diagram I: Proactive Action Model)

Possessing these processing skills, students will be able to inquire on their own; to research data; to ponder alternatives; to investigate the consequences of diverse actions; to make logical decisions; and to act in a proactive manner -- as they resolve conflicts, clarify issues, solve problems, and/or better understand situations of a personal/social nature.

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Dr. Peters is experienced in K-12 education as a former classroom teacher of social studies and mathematics/science (5-12), a department chair (9-12); district-wide curriculum coordinator (K-12); and as a supervisor of teacher inservice training (K-12). He also served as director of an NIE-funded Experimental Schools project (K-12) designed to document the change process in educational systems.

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PROACTIVE ACTION MODEL (PAM) for Critical Thinking/Decision Making
Skills Development among K-12 students in social studies.
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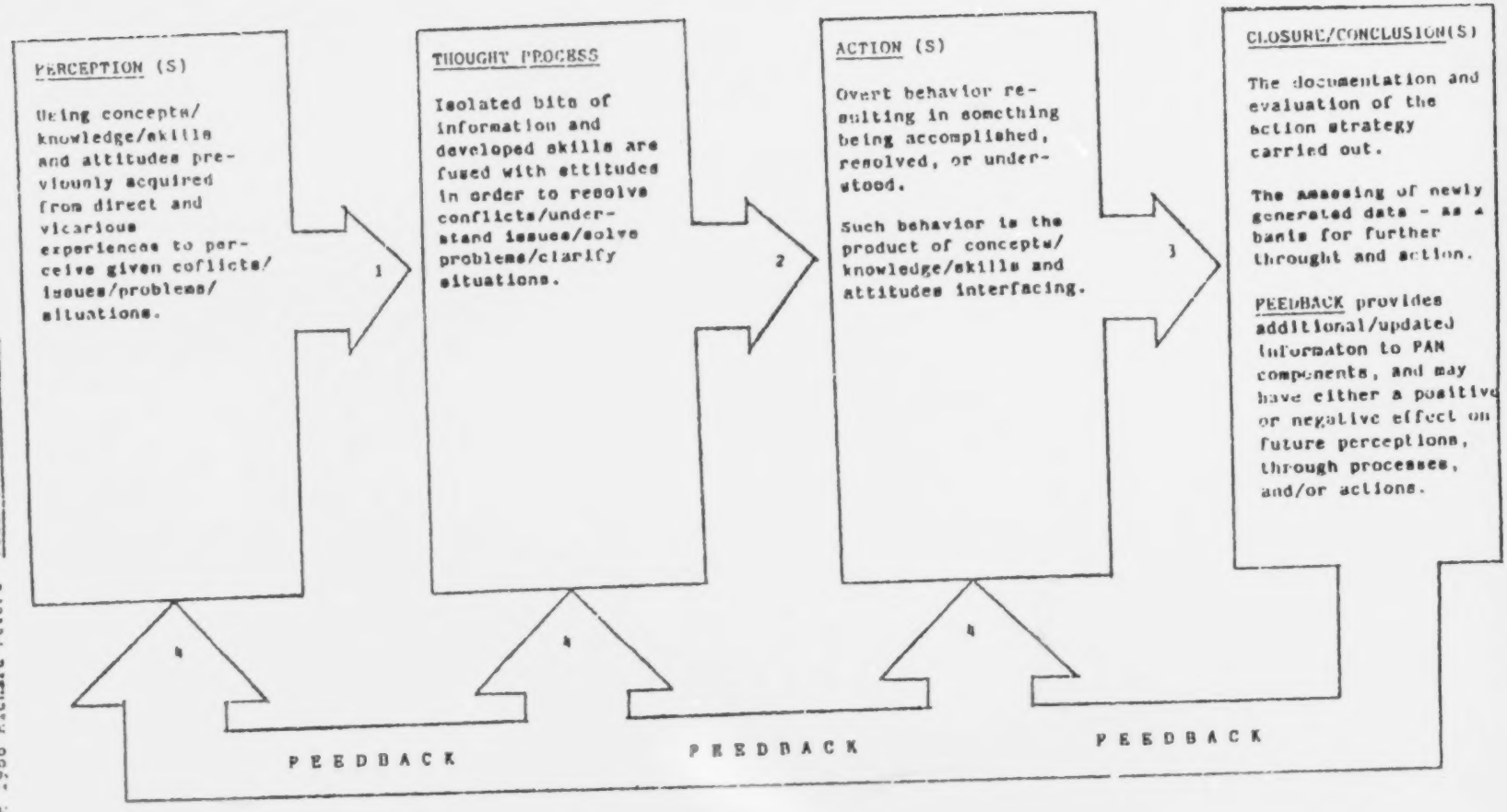
PERCEPTION (S)
Using concepts/knowledge/skills and attitudes previously acquired from direct and vicarious experiences to perceive given conflicts/issues/problems/situations.
1
THOUGHT PROCESS
Isolated bits of information and developed skills are fused with attitudes in order to resolve conflicts/understand issues/solve problems/clarify situations.
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4
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FEEDBACK
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CONCEPT:	Pollution
GOAL(S):	To introduce students to various types of pollution. To involve students in a study of various types of pollution. To develop students' understanding of the cause(s)/effect(s) of various types of pollution.
GRADE(S):	7 - 8
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LEARNING BY DOING: DEVELOPING 21ST CENTURY CITIZENS IN TODAY'S CLASSROOMS

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Becoming a citizen is a skills development process that begins in the home and is, hopefully, continued throughout the several grades -- within the context of a continuous-integrated-sequential curriculum.

> Continuous; ongoing activities, experiences, and instruction that relates to previously acquired concepts, knowledge, and skills.
>
> Integrated; essential concepts, knowledge, and skills gleaned from the several social science disciplines are fused to create a holistic approach to citizenship skills development and application within the context of the community environment.
>
> Sequential; a developmental process of skills development/application that directly involves students in activities and experiences requiring continuous concepts, knowledge, and skills acquisition-application-reinforcement-refinement -- resulting in a demonstrable level of proficiency.

COOPERATION: A CRITICAL CITIZENSHIP SKILL.

As members of inquiry teams, students in grades 6-7-8 are involved in activities which develop their awareness about- and understanding of citizenship roles and responsibilities -- as they pertain to real life ' worlds'.

As individuals, and as members of social groups, we function, simultaneously, within the context of several diverse social settings that exist nearby/close-at-hand as well as being distant/far-removed.

The more-immediate 'worlds' are readily perceived and generally understood, by students, because of their frequent interaction with phenomena that comprise these local environments, e.g., family members, teachers, peers, people in the community, places and things, and social events.

Distant/far-removed 'worlds' are not readily perceived nor generally understood because students do not interact with them directly. Thus, students do not have a frame-of-reference by which they can comprehend the enormity and complexity of phenomena that can be found therein.

REAL LIFE WORLD PHENOMENA
that are nearby/close-at-hand and readily perceived/ experienced through the senses-- directly; concrete and relevant.

Student inquiry teams interact with these phenomena within the context of Direct Learning Environments (DLEs)

REAL-TO-LIFE WORLD PHENOMENA
that are nearby/close-at-hand or distant/far-removed and perceived/ experienced through indirect, vicarious (simulation) activities; abstract and hypothetical.

Student inquiry teams interact with these phenomena within the context of Simulated Learning Environments (SLEs).

REAL LIFE WORLD PHENOMENA
that are distant/far-removed and not readily perceived/understood because they are not experienced through the senses -- directly; abstract, without meaning, and seemingly irrelevant.

Student inquiry teams interact with these phenomena within the context of Perception Enrichment Environments (PEEs).

DLEs. Inquiry team members are acquainted/interact with phenomena that are nearby/close-at-hand in the classroom and within the context of the total lifespace environment that is, in fact, the local community. Throughout the several grades, students are formally introduced to phenomena via field trips, nature walks, interaction with community resources (people, places, and things), research-oriented activities, and community service projects.

SLEs. Inquiry team members begin to develop an awareness/understanding of previously non-perceived phenomena as a result of their involvement in real-to-life (simulated) activities that require them to organize themselves/manage their time -- in order to conduct research and collect data, to brainstorm and think critically, to synthesize and evaluate, to make rational decisions, and to act in a proactive manner. As preparation for direct involvement in role playing activities, students can be exposed to audiovisual presentations which replicate distant/far-removed phenomena through sight, sound, color, and motion. Vicarious experiences bridge the perceptual 'gap' that exists, in the minds of students, between real life world phenomena that are nearby/close-at-hand and distant/far-removed.

PEEs. Inquiry team members develop a more-sophisticated awareness and understanding of previously non-perceived real life world phenomena as they proceed through the ever-spiraling experience sequence that is the continuous-integrated-sequential curriculum.

LEVELS OF CITIZENSHIP

Students must become aware of- and be prepared for adult citizenship roles and responsibilities at city/town/village, county/state, national, and international levels. This awareness and preparation results from direct interaction with DLE/SLE/PEE activities.

In order to successfully assume the mantle of citizenship at each of the several levels of 'community', inquiry team members must demonstrate an understanding of:

> contemporary conflicts, issues, and/or problems that have impact upon our daily lives, our fortunes, and our singular/collective future(s);
>
> personalities and groups/organizations that have impact upon our lives and affect our singular/ collective well-being;
>
> cultural, economic, political, and social lives, and even our very existence, as individuals and as members of the human community -- on a global plane;
>
> historical events, movements, and courses-of-action that have impact upon our contemporary lives;

diverse points-of-view, opinions, position statements, and/or agreements re: the before-mentioned situations;

and proficiency to:

discern relevant conflicts, issues, and/or problems that have impact upon our lives -- within the context of the several levels of 'community';

identify and locate sources of pertinent information -- for the purpose of enriching team member's perceptions concerning the above-mentioned situations;

collect and analyze data;

evaluate the many facets of conflicts, issues, and/or problems utilizing relevant data;

form a team opinion and take a public stand;

identify alternative courses-of-action that could be taken in order to resolve conflicts, clarify issues, solve problems, and/or better understand given situations;

ponder and evaluate the possible consequences of each alternative course-of-action;

select the most-appropriate course-of-action and design an implementation strategy;

act overtly in a proactive manner;

enlist support from among the diverse community-based 'populations' and special interest groups.

INQUIRY TEAM-ORIENTED CITIZENSHIP ACTIVITIES: Examples.

A diversity of activities can be conducted in the classroom or at field-based sites (that most-closely replicate nearby/close-at-hand and distant/far-removed phenomena) for the purpose of affecting the attitudes, behaviors, and perceptions, as well as the citizenship skills, of students.

1. Field trips to observe/interact with phenomena.

2. Guest speakers discuss critical issues, problems, and situations.

3. Field-based resource people introduce students to phenomena found at community sites.

4. Research activities to collect data relevant to an enhanced understanding of phenomena.

5. Community service projects to affect conflict resolution, issues clarification, and/or problem solving.

6. Development of proactive action plans/proposals that are routed to the appropriate community-based agencies/organizations.

7. Organization of community resources to have an impact upon perceived conflicts, issues, and/or problems.

8. Political campaigns to focus public attention on critical issues, to inform the electorate, to disseminate information as well as a party platform, to campaign for voter support, and to turn-out-the-vote on election day.

9. Write letters to the editor of the local newspaper.

10. Create a classroom newspaper and disseminate copies to other classrooms, to school-based administrators/teachers, and to parents.

11. KIDS-SPOT -- a weekly, fifteen minute radio/television program to inform the listening and viewing audience(s) about class/school activities pertaining to citizenship education-oriented activities.

12. KIDS-SPOT -- a weekly column in the local newspaper to inform the reading audience about class/school activities pertaining to citizenship education-oriented activities.

THE PAST-PRESENT-FUTURE TENSES OF SOCIAL STUDIES EDUCATION

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The coalition member nations of Operation Desert Storm presently find themselves embroiled in a conflict which has its roots deep in the sands of the Middle East. Thus, there is a need not only to project into the future to determine the outcome of this conflict, but to also look backward -- into the past -- to determine the 'hows' and 'whys' related to Iraq's aggression into neighboring Kuwait. When studying this, and similar conflicts/issues, students find themselves mentally jumping back-and-forth between the past -- the present -- the future.

In order to skillfully discuss and investigate contemporary conflicts/issues/problems/situations, students must possess a well-grounded knowledge of the past. It is only by applying event causes-and-effects of the past to the present that an individual can comprehend the present state-of-affairs in the world. Only with a working knowledge of the past -- and a comprehension of the present -- can students begin to consider diverse futures options.

PAM. The Proactive Action Model can be used as a strategy by which students begin to logically investigate and comprehend past/present/future phenomena that impact decision/policy-making. Functioning as researching social scientists, students work in small inquiry teams, and each member of a given team has prescribed responsibilities which must be fulfilled -- if the team is to be successful at goals attainment. (See Diagram I) Thus, the 'chain' (team) is only as strong as 'its weakest link' (the abilities/motivation/involvement of individual students).

SLEs. In addition to learning, first-hand/directly, in real world environments of the community, students can investigate past-present-future perspectives within the context of real-to-life (simulated) situations. An inquiry into cause-effect relationships regarding an historic event may lend itself to a role playing activity -- in which students assume the role(s) of various individuals embroiled in the event being studied. Why, for example, did certain individuals and special interest groups support the notion of emancipation for all Blacks -- but did not want them to be treated equally in certain circles of White society? Why did most Americans favor internment for American-born citizens of Japanese decent while, at the same time United States forces were in Europe/North Africa fighting the Nazi menace, American-born citizens of German decent were generally not interned? It should be noted that SLEs are designed to replicate some aspect of real life while, at the same time, removing many of the 'distractors' that might prevent students from clearly identifying cause-effect relationships. When discovering these relationships, students build perceptual bridges between the past and the present; that is, they are able

PROACTIVE ACTION MODEL (PAM) for Critical Thinking/Decision Making Skills Development among K-12 students in social studies.
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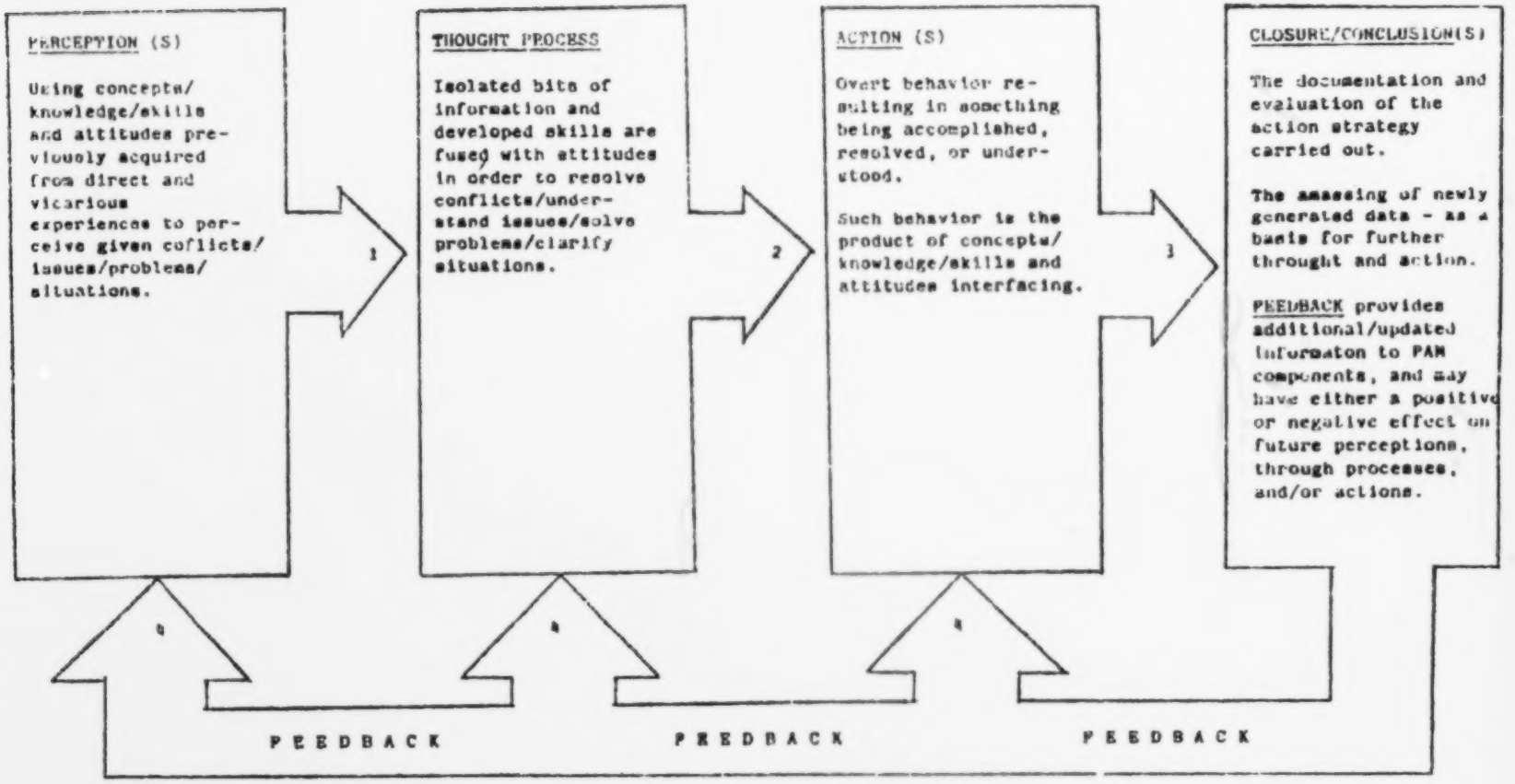
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DIAGRAM I: PROACTIVE ACTION MODEL

to make the 'connections' between that which has gone before and the impact of those events upon the NOW. In turn, a clear understanding of today (the NOW) provides a springboard from which students can begin to ponder the future. It is true that our TOMORROWs are rooted in our YESTERDAYs.

ABOUT THE AUTHOR

Dr. Peters is experienced in K-12 social studies education as a former classroom teacher (5-12), department chair (9-12), district-wide curriculum coordinator (K-12), and as a supervisor of teacher inservice training.

He is currently a member of the NCSS Teacher Education advisory committee, and is a former member of the Curriculum, Instructional Media, Rural Social Studies Education, and International Activities advisory committees.

Dr. Peters is a member of Phi Delta Kappa, Alpha Kappa Delta, and Delta Tau Kappa.

Dr. Peters has taught elementary/secondary social studies methods and supervised student teachers at the undergraduate level.

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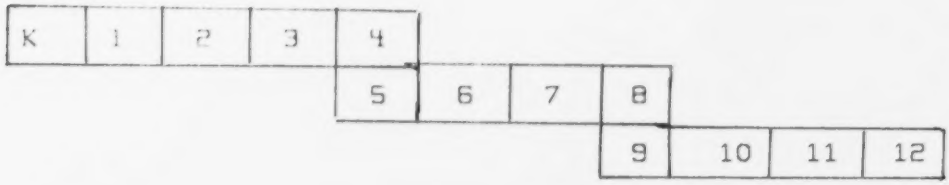
ROLE PLAYING SOCIAL SCIENTISTS IN CLASSROOM AND FIELD-BASED ENVIRONMENTS OF A REAL LIFE OR REAL-TO-LIFE NATURE

Richard O. Peters, Ed.D.

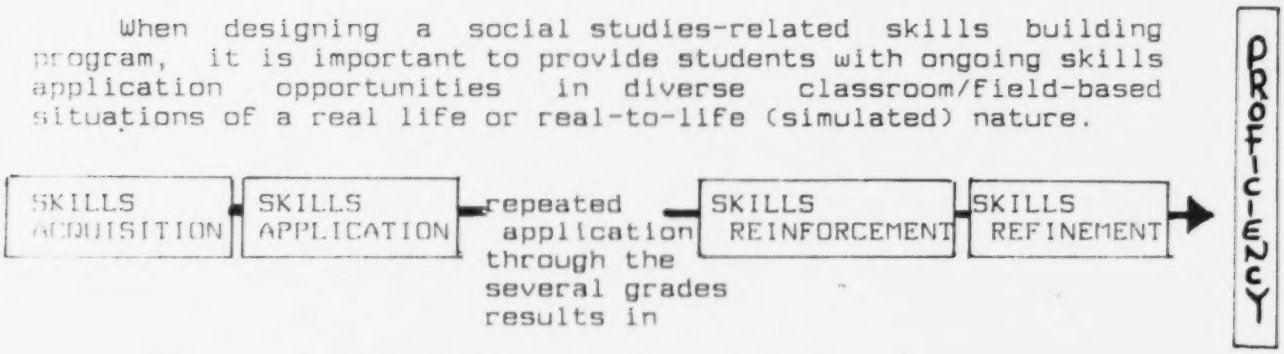
In the 21st Century, domestic and international conflicts, issues, and problems will demand that citizens think critically and objectively, make rational decisions, and act responsibly when confronting, analyzing, and solving matters of global concern and magnitude. Individuals will be required to understand and interact with cultures, languages, lifestyles, and value systems unlike their own.

According to the NATIONAL COUNCIL FOR THE SOCIAL STUDIES, in its Position Statement On Global Education (1981), by the year 2001 the day-to-day lives of average citizens, as well as the destinies of nations, will be influenced by growing international, cross-cultural links.

K-12 SCHEMA. As students progress from grade-to-grade, and from grade cluster-to-grade cluster, through a continuous/integrated/sequential curriculum opportunities for skills acquisition and application must be designed for each-and-every step in the K-12 process.



When designing a social studies-related skills building program, it is important to provide students with ongoing skills application opportunities in diverse classroom/field-based situations of a real life or real-to-life (simulated) nature.



Students can be introduced to critical thinking, decision making, and problem solving skills development using the PROACTIVE ACTION MODEL (PAM). Through the several grades, students can be challenged to function as researching social scientists within the context of classroom and field-based natural/social environments to:

perceive conflicts, issues, problems, and situations;

seek data from diverse sources;

collect/evaluate and organize data for further analysis;

synthesize relevant data obtained from a variety of sources into a meaningful whole for the purpose of refining perceptions;

brainstorm possible alternatives re: conflict resolution, issues clarification, problem solving, and situation comprehension;

select the most-appropriate alternative re: the perceived conflict(s), issue(s), problem(s), and/or situation(s);

design a strategy to implement the chosen course-of-action;

apply the designed strategy;

monitor the implementation and operation of the strategy process;

collect and analyze newly generated process data;

apply newly generated data to the resolution of the perceived conflict, issue, problem, and/or situation;

apply newly generated data to the ongoing PAM skills development process for the purpose of continuous PERCEPTION(S)/THOUGHT PROCESS(ES)/ACTION(S) refinement.

Global studies can be organized around a series of concepts and themes, e.g., Earth's carrying capacity, fragile environment(s), global warming, greenhouse effect, stewardship, reforestation, conservation, lifespace, and interdependence.

Having designed strategies for proactive action, students participate in community-based activities and/or are involved in role playing scenarios which require them to affect change of some kind -- to some degree.

The intent of these inquiry-based activities is to directly involve students in concepts/knowledge acquisition and skills application processes.

CONCEPT:	Pollution
GOAL(S):	To introduce students to various types of pollution. To involve students in a study of various types of pollution. To develop students' understanding of the cause(s)/effect(s) of various types of pollution.
GRADE(S):	7 - 8
OBJECTIVE(S):	To introduce students to cause(s)/effect(s) of air, noise, sight, and water pollution within local natural/social environments. To directly involve students in classroom and field-based research for purposes of determining the cause(s)/effect(s) of air, noise, sight, and water pollution. To have students research the topic: pollution, by identifying/collecting/analyzing/evaluating data derived from a variety of sources. To have students ponder alternative solutions to pollution problems, and to decide upon a course-of-action which will be implemented and monitored. To have students actively involved in real life and real-to-life activities which result in some degree of change re: the existing condition/state of air, noise, sight, and/or water pollution in a given natural/social environment.

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Putting the 'Science' in Social Science into the Social Studies Curriculum of Middle School Education

As we approach the 21st Century with eager anticipation and hope of better things ahead -- for ourselves, our nation, and our world, we sense a need to prepare students to function within the context of a global society. That society will demand that they not only possess knowledge but be skilled in processing and using data in proactive ways so as to resolve conflicts, clarify issues, solve problems, and better comprehend situations of a personal and/or social nature.

At this juncture, a question must be posed: Is the mission of schooling (formal education through the several grades) to shield and protect children and youth from the real world(s) about them or should the schools introduce students to those worlds, and provide them with the knowledge and skills necessary so that they might successfully function within these environments -- today and all of their tomorrows?

According to the National Council for the Social Studies (1981), by the year 2001 the day-to-day lives of average citizens, as well as the destinies of nations, will be influenced by growing international, cross-cultural links.

Domestic and international issues will demand that citizens think critically and objectively, ponder alternatives, make rational decisions, and act responsibly when solving matters of global concern and magnitude. Individuals will be required to

understand and interact with cultures, languages, lifestyles, and value systems unlike their own.

Students can be introduced to the processes of critical thinking, decision making, and problem solving skills development using the Proactive Action Model (see diagram 1) in social studies classes at grades seven and eight. The PAM schema can be equally effective when applied to classroom-centered or field-based inquiry situations.

Students can be challenged, in a variety of ways, to function as researching social scientists in order to:

1. perceive conflicts, issues, problems, and/or situations;
2. identify diverse primary and secondary sources of information;
3. collect, evaluate, and organize relevant data;
4. synthesize data into a meaningful whole for the purpose of refining perceptions;
5. analyze data and brainstorm possible alternative courses-of-action that could be taken in order to resolve conflicts, clarify issues, or solve problems;
6. ponder the possible consequences and effects of each alternative course-of-action;
7. evaluate each alternative and select that course-of-action deemed most appropriate for conflict resolution, issues clarification, or problem solving;
8. design a strategy to implement the chosen course-of-action in real life and/or real-to-life (simulated) situations;

9. monitor the implementation and operation of the designed strategy process;
10. collect and analyze newly generated data;
11. evaluate the effect(s) of the implementation strategy;
12. apply newly generated data to the ongoing PAM skills development process to affect perception(s), thought process(es), and action(s) regarding future conflicts, issues, problems, and/or situations.

Concepts and Themes: The Environment

The increasing impact of human activity and numbers upon Earth's ecosystem and its carrying capacity will dramatically effect the character of natural and social environments in which today's children and youth will function as citizens of the 21st Century.

Student inquiry into conflicts, issues, problems, and/or situations as related to local, regional, state, national, or global environments can be organized around a series of concepts or themes, e.g., air/noise/sight/sound pollution, conservation and stewardship, exploitation/utilization of natural and human resources, global warming and the greenhouse effect, and human population growth and distribution.

In order to bridge, in the minds of students, those perceptual gaps between natural/social environment phenomena that are nearby/close-at-hand and those phenomena that are distant/far-removed (e.g., people, places, things, processes, and events), inquiry activities and experiences should initially focus

attention on local community phenomena that can be experienced directly.

For example, using PAM process steps 1-8 to investigate land use practices in the local community/surrounding region, students would:

1. identify land use practices as the topic of study;
2. identify sources of information, e.g., print/non-print materials, community resource people, and locations/sites within the context of the community environment;
3. research print/non-print materials, contact resource people, and make the necessary arrangements to visit locations/sites;
3. collect relevant data from print/non-print sources, interact with community resource people in classrooms and at resource sites, and take field trips into the community environment to observe examples of land use/misuse (e.g., motion pictures, still pictures, video tapes);
4. analyze compiled data and organize it into a meaningful pattern so that methods and techniques of land use/misuse in the local community are discernible;
5. & 6. compile and organize data regarding methods and techniques of land use in other locales that can be applied in the local community/region;
7. conduct a community-wide campaign to inform the general public, special interests, and elected officials about current land use/misuse policies and practices in the local community/region;

8. propose a preferred land use plan/policy for the local community/region to elected officials;
8. attend public hearings as observers of fact-finding and decision making processes by elected officials.

Having progressed to this point in the PAM process, students await the action(s) of community officials. If-and-when a land use policy is enacted and enforced, students will proceed to steps 9-12 of the skills development sequence. For example:

9. confer with elected officials, private/corporate land owners,representatives of conservation/special interest groups, and business/industrial leaders to obtain opinions and reactions to the land use policy;
9. field trips to community sites to observe land use policy implementation;
9. document policy implementation over an extended period of time;
10. confer with elected officials, private/corporate land owners, representatives of conservation/special interest groups, and business/industrial leaders to obtain opinions and reactions to the effects of the land use policy;
10. field trips to community sites previously visited to observe the immediate effects of the enacted land use policy on natural/social environments (e.g., motion pictures, still pictures, and video tapes);
10. field trips to community sites previously visited to discuss the long range effects of the enacted land use

policy on natural/social environments with selected community resource people;

11. analyze data obtained from interviews and field trip observations and develop reports regarding the immediate and anticipated long-range effects of the land use policy;
11. present reports to the student body of the school, to parent-teacher groups, to the community-at-large via public meetings and through the mass media (e.g., newspapers, radio, and television);
12. apply the strategy that was designed to affect the creation of a land use policy to other perceived problems in the local community/region (e.g., air/noise/sight/water pollution, shelters for the homeless and needy, day care centers for the children of working mothers, and community recreation facilities).

As a result of these direct encounters and experiences with close-at-hand phenomena, students possess a perceptual framework upon which they can build an understanding of similar phenomena of a far-distant nature.

Learning Environments

Students can, and should, be involved in a variety of real life and real-to-life experiences that will effect their awareness, enhance their perceptions, clarify their understandings, enrich their comprehension, and nurture critical skills development.

Initially, students are engaged in fact-finding and skills development activities designed and administered by teachers. In DIRECTED LEARNING ENVIRONNENTS (DLEs) students obtain essential concepts, knowledge, skills, and training necessary for self-directed study experiences that will be provided within the context of ALTERNATIVE LEARNING ENVIRONMENTS (ALEs). For example, in preparing to use the PAM process, students are introduced to data collection skills and provided opportunities to apply them to classroom and library-based activities.

ALEs are designed by teachers and instructional support service specialists to provide students with multiple learning situations from which each will select the alternative that best meets personal abilities, interests, and needs. The several ALE learning experiences are designed so that each-and-every one adheres to clearly defined goals and objectives -- assuring that all students will acquire the concepts/knowledge/skills deemed essential so that they might move on to other, more complicated tasks. For example, while each of the several inquiry teams selects an environment-related topic to research, one particular team focuses its attention on land use/misuse in the local community/region and applies acquired data collection skills to this topic.

In SIMULATED EXPERIENCE ENVIRONMENTS (SEEs) students are provided opportunities to vicariously interact with selected conflicts, issues, problems, and/or situations of a real world nature that would otherwise not be available to them to experience on a direct, personal interaction basis. Activities

adhere to the PAM process, and students role play individuals and groups involved in hypothetical conflicts, issues, and problem situations. For example, the inquiry team that is researching land use/misuse explore conflicts, issues, and problems related to this topic that exist, in fact, in far-removed locations. Having collected data regarding these real life situations, students create scenarios and role play individuals/groups who are directly involved with/affected by these situations, by efforts to resolve crises, and by the results of actions taken.

PERCEPTION ENRICHMENT ENVIRONMENTS (PEEs) are classroom-centered and/or field-based situations that enable students to hone acquired skills and to enhance their understanding(s) of conflicts, issues, and/or problems previously studied within the context of real life (e.g., conversations with community resource people, field trips to community-based sites, field studies for purposes of collecting relevant data) and real-to-life experiences (e.g., computer simulations, role playing, and multimedia presentations). PEEs represent the culminating experience phase of the four stage concepts/knowledge/skills development process that is the Learning Environments schema. For example, students investigating land use/misuse in the local community/region organize a community awareness campaign and design activities to focus public attention on the need for land use management and natural/social environment protection.

PROACTIVE ACTION MODEL (PAM) for Critical Thinking/Decision Making
Skills Development among K-12 students in social studies.
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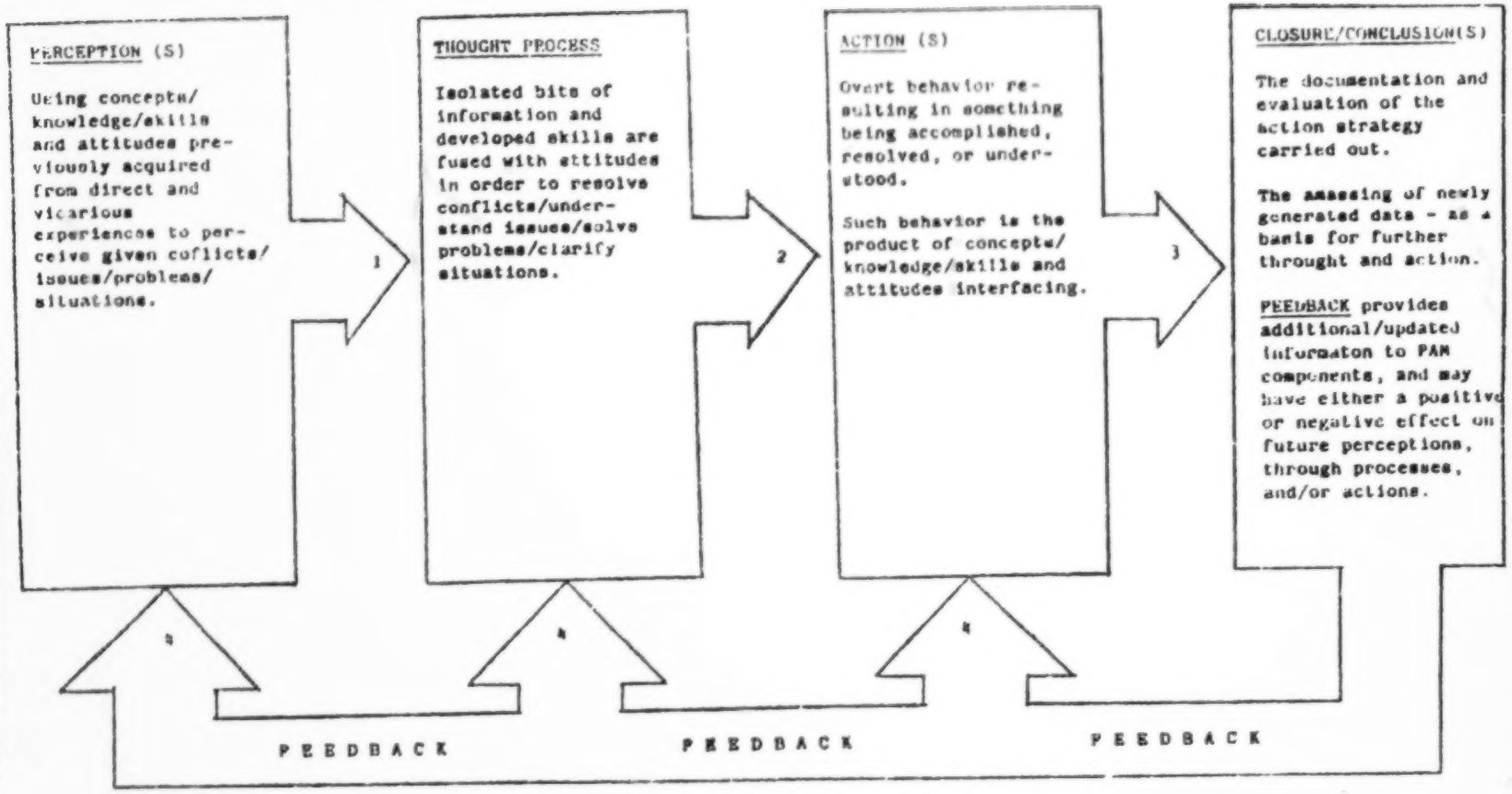
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PUTTING STUDENTS IN TOUCH WITH THEIR WORLDS

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Art plays an important role in social studies education (K-12) as attempts are made to introduce students to the several overlapping 'worlds' in which they live -- simultaneously.

Throughout the several grades, students are introduced to concepts, knowledge, and skills related to the several social sciences disciplines that constitute the 'social studies' found in public schools, nationwide. For many of these students, a picture is truly worth a thousand words -- and more!

In the study of history, for example, students may be introduced to important events and personalities through paintings and other art forms. Oftentimes, these depictions of reality make 'sense' out of the written word. They also provide students with a visual frame-of-reference which allows them to imagine a world gone-bye.

Students enrolled in contemporary issues classes, in culture studies electives, and in global education courses can begin to develop an awareness of distant/far-removed worlds through their exposure to art exhibits, to museums, to musical performances, to cultural fairs, and to stage productions at field-based sites. When students cannot be directly exposed to such learning experiences, audiovisual materials can be used in the classroom to heighten their awareness and to develop their perspectives about people, places, things, and events -- worldwide.

As an integral component of social studies instruction, Art provides an aesthetic basis for attitudes and values development among students at varying levels along the K-12 continuum. Through the visual and performing arts, students develop insights and understandings that would otherwise not be developed. They begin to make 'connections' between that which is read about and that which is seen; they begin to build perceptual 'bridges' between that which is abstract (thoughts and the written word) and that which is concrete (visual representations of reality).

Students can utilize various art forms to create original communications. They can research topics in the social studies and then create original presentations using graphic media devices such as motion picture cameras, still cameras, and video tape equipment. Thus, students are able to incorporate sights and sounds into a format that conveys information to others in a variety of moods. Still other students may create original works of art as a form of self expression. Information, attitudes, experiences, and emotions are synthesized into a creation that possesses original qualities and reflects, in some way, the nature and character of the creator.

In order to design a program of studies which places an emphasis on discipline content acquisition AND aesthetics enrichment, there is a need for teachers of the social studies and the arts to plan -- together; to make the connections between the two areas of study so that students will be able to make the same connections during their course-of-study.

The Proactive Action Model (PAM) can be used to research content in a subject matter area; to apply critical thinking/

decision making/problem solving skills to conflicts, issues, problems, and situations; and to nurture/enhance attitudes, beliefs, and values. (See Diagram I)

ABOUT THE AUTHOR

Dr. Peters is experienced in K-12 social studies education as a former classroom teacher (5-12); department chair (9-12); district-wide curriculum coordinator (K-12); and supervisor of teacher inservice training. At the undergraduate level, he has taught elementary/secondary social studies methods courses and supervised student teachers (K-12).

Dr. Peters is currently a member of the National Council for the Social Studies' Teacher Education national advisory committee, and is a member of Phi Delta Kappa, Alpha Kappa Delta, and Delta Tau Kappa.

As director of an NIE-funded Experimental Schools project, Dr. Peters supervised the development of a K-12 environmental education/social studies curriculum -- with emphasis on art forms as a means of self expression and relationships to others and to the world-at-large.

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PROACTIVE ACTION MODEL (PAM) for Critical Thinking/Decision Making Skills Development among K-12 students in social studies.
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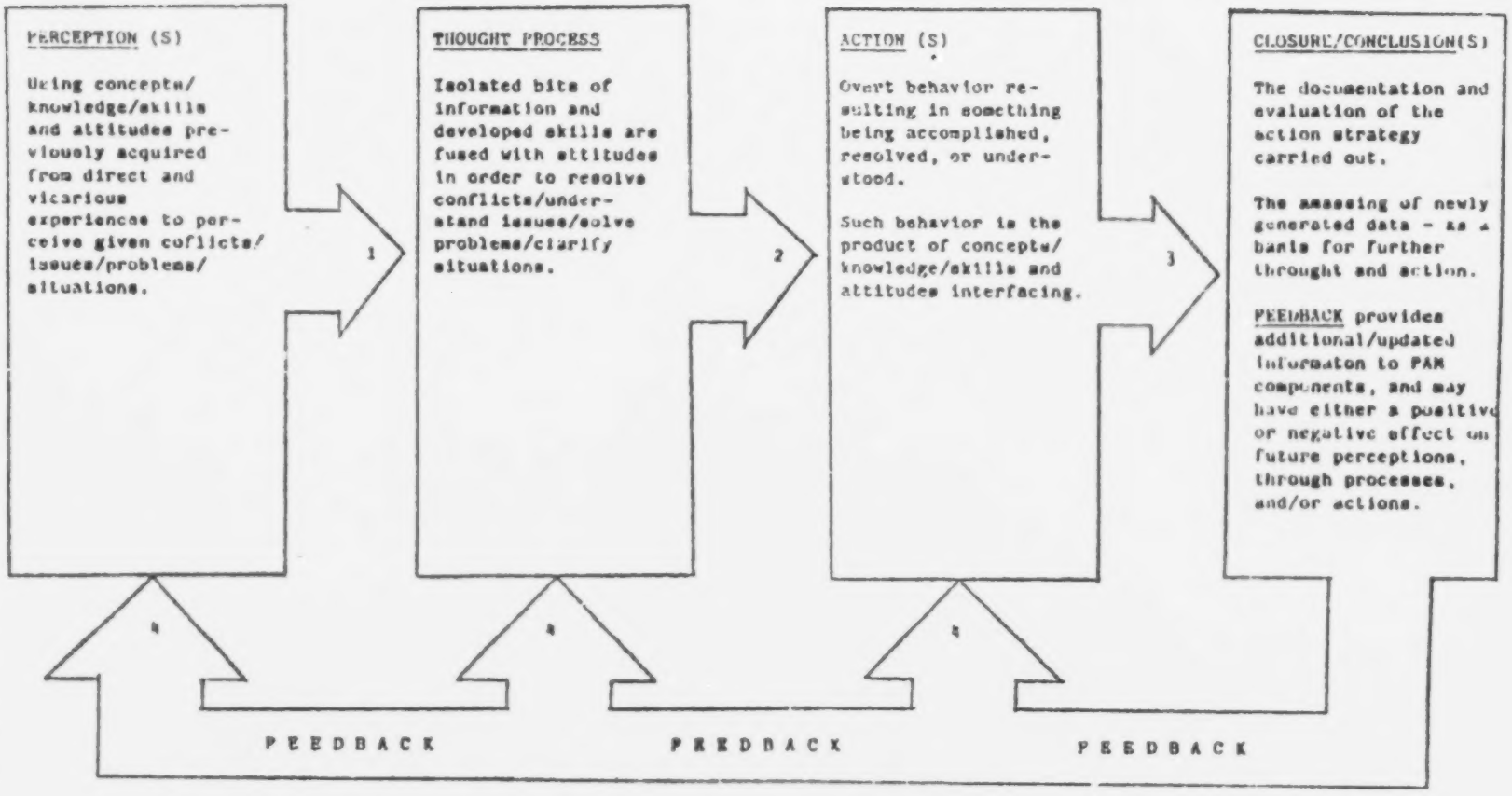
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MODELING HISTORIC EVENTS: A CLASSROOM RESEARCH STRATEGY

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Making history come alive for students at the public school level as well as in post-secondary education should be the goal of instruction.

The premise of this discourse is that students, actively involved in their learning, will sense for themselves a degree of relevancy between data researched and their personal lives.

While the specific task-at-hand may be the study of history, and the recall of significant people/places/things, the focus can be on developing within students the critical skills that will enable them to actually participate in the shaping of history -- as it could have been.

A continuous-integrated-sequential curriculum can provide students with opportunities for critical skills development and application. CONTINUOUS: ongoing activities/experiences/ instruction that relate to concepts, knowledge, and skills previously acquired; INTEGRATED: those essential concepts, knowledge, and skills gleaned from social science research are fused to create a holistic inquiry strategy; SEQUENTIAL: a developmental process that directly involves students in activities/experiences that require continuous concepts/ knowledge/skills acquisition, application, reinforcement, and refinement -- resulting in a demonstrable level of proficiency.

POSTULATING THE PAST!

A skills-oriented study of history would require that students, working singularly or in groups/inquiry teams, be involved in a methodical process of data collecting and hypothesizing -- in order to generate action strategies which will effect or change, in a hypothetical sense, the course of history on a local, regional, national, and/or global scale.

Role playing historical figures (who, when faced with dilemmas -- acted to resolve conflicts, clarify issues, solve problems, and/or improve situations), students are thrust into the context of actual events and required to chart courses-of-action similar to- or different from those taken by their historic counterparts!

DECISION MAKING AND THE CONTEXT OF HISTORY

Using the Proactive Action Model (PAM) inquiry schema, students think critically, make decisions, and act in ways so as to chart the course of history. This strategy requires that they apply that which they have learned to documented situations of an historic nature. For example, it is late 1950, and forces from

the People's Republic of China have crossed the Yalu River into North Korea -- thus posing a serious threat to the safety and well-being of United Nations troops in that region. What immediate UN action is called for on the military and/or diplomatic front(s)? What should be the configuration of the UN's long-term military and/or diplomatic posture(s)?

In order to design an appropriate and immediate military and/or diplomatic response to this situation, students must:

1. seek information from a variety of sources, e.g., declassified documents of an intelligence community/military/diplomatic nature, Presidential papers, newspaper clippings, newsreel footage, interviews with GIs who were in the Yalu River basin region;

2. collect, evaluate, and organize relevant data for further analysis;

3. synthesize data into a meaningful whole.

With data in-hand, students role play United States military and political leaders (representing the White House, the Congress, the State Department, the Pentagon, and the United Nations delegation) as they meet to undertake the next steps in the PAM process.

4. Brainstorm possible alternative courses-of-action that could be taken on the military and/or diplomatic front(s);

5. detailed discussions regarding the possible consequences of each alternative course-of-action;

6. ponder the alternatives/related consequences and select the most-appropriate course-of-action;

7. design a strategy to implement the chosen course-of-action.

With an agreed-upon plan-of-action, United States military and political leaders undertake the next steps in the PAM process.

8. Apply the assigned strategy to the conflict situation;

9. monitor the implementation and operation of the strategy process;

10. collect and analyze newly generated data to determine the conflict resolution effects of the implemented strategy.

PAM PROCESS EFFECTS UPON STUDENT LEARNING

Having gone through this decision making/fact-finding process, students will better understand and appreciate the many facets involved in charting courses-of-action that have great impact not only upon the contemporary world but history as well.

Irregardless of the historical event chosen, students must research existing data and synthesize pertinent information -- in order to make critical decisions. In this process, they discover previously unknown information and begin to internalize data that clarifies these events in their minds. In short, it is a process of learning history by making history!

ABOUT THE AUTHOR

Dr. Peters is a former teacher of history and social studies department chairman (Grades 9-12) and has taught United States History for the Social Science Department at The University of Maine/Presque Island.

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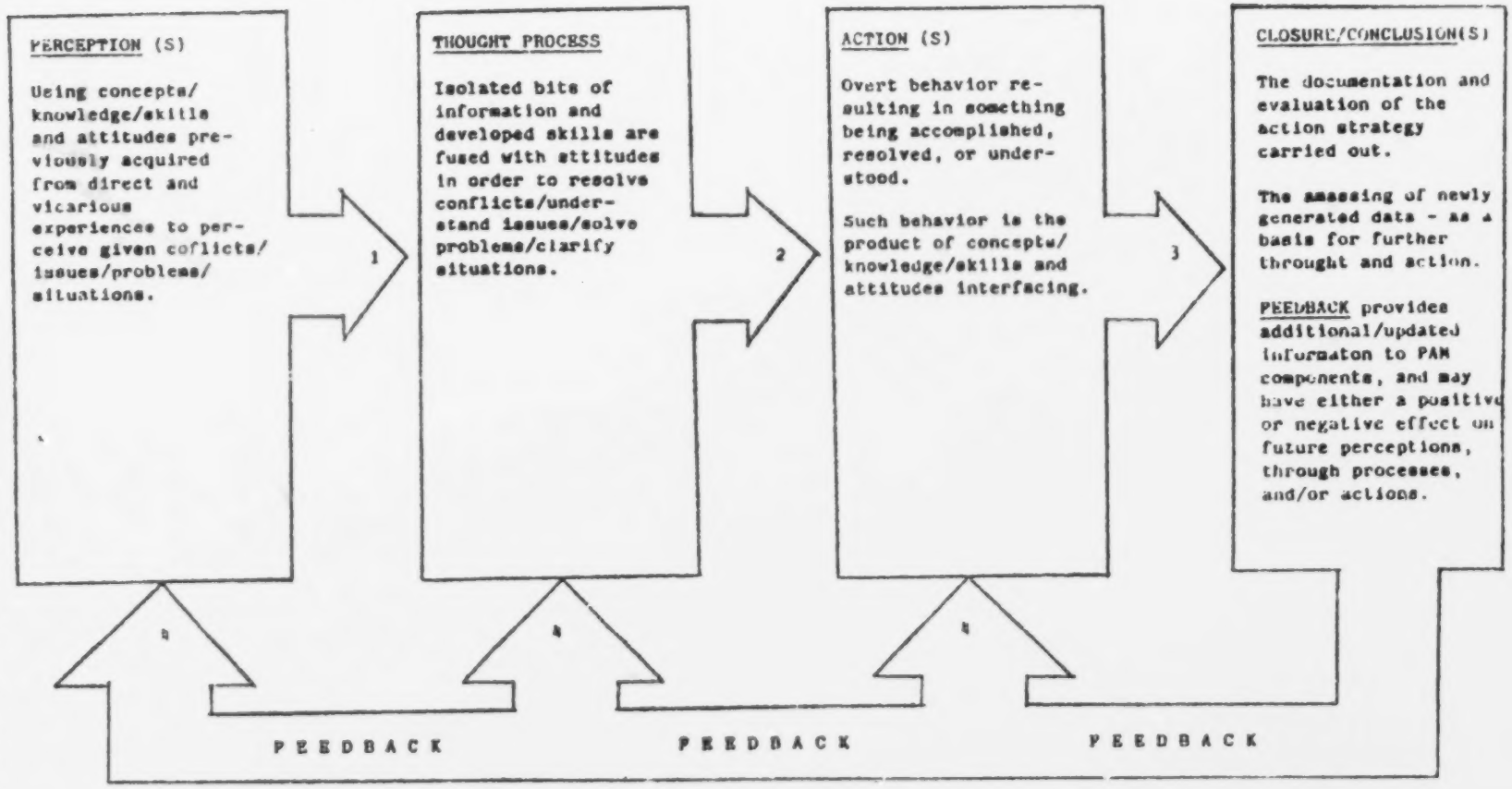
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PROACTIVE STUDENTS AND INQUIRY-BASED LEARNING

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Acting as researching social scientists, students identify conflicts, issues, problems, and situations, and they design strategies to confront and resolve real life dilemmas of a personal or social nature.

Working in small inquiry teams, students perceive a state-of-affairs that causes some degree of concern among a portion, if not to all, of society. They proceed to acquire an understanding of the nature/character of the given phenomenon, to formulate and execute a plan-of-action designed specifically to remedy the situation, to assess the impact of the chosen plan-of-action, and to input newly generated research data into on-going PAM model processes; namely, Perception(s), Thought Process(es), and Action(s). (See Diagram I)

Inquiry-based learning activities can be designed to occur within the confines of the classroom/school, or within the context of the total lifespace environment; the community within which students function and exist. Field-based inquiry oriented activities allow students to discover the character of natural/social surroundings and to begin building perceptual 'bridges' between that which takes place in the school (within real-to-life situations) and that which takes place in the community (real life situations). When these 'bridges' are completed; that is, when relationships between the activities of these two distinct, but interrelated, worlds are made in the minds of students, then formal education becomes relevant to their daily lives.

The PAM process requires that students synthesize isolated concepts and facts into a holistic view of conflicts, issues, problems, and/or situations -- and that they apply acquired skills to the process(es) of conflict resolution, issues clarification, problem solving, and/or the comprehension of situations. This 'holistic view' means that students are aware that, many times, there is more than one set of circumstances or more than one point of view regarding a given conflict, issue, problem, and/or situation, and that often there are several alternative ways to affect these situations.

Thus the ability to perceive or identify a conflict, issue, problem, or negative situation is not the entirety of the proactive process. Once a situation has been identified, a plan-of-action must be formulated and action must be taken! The key to the proactive process is ACTION; obvert behavior that results in something positive being accommplished. 'Positive' is herein defined as any action taken to remedy a situation which is considered detrimental, in some way-shape-form, to the well-being of an individual, a group, or a collective society. The degree to which a negative situation is 'corrected' will be determined, on a case-by-case basis, by how compatible that situation is to the daily lives of individuals and groups.

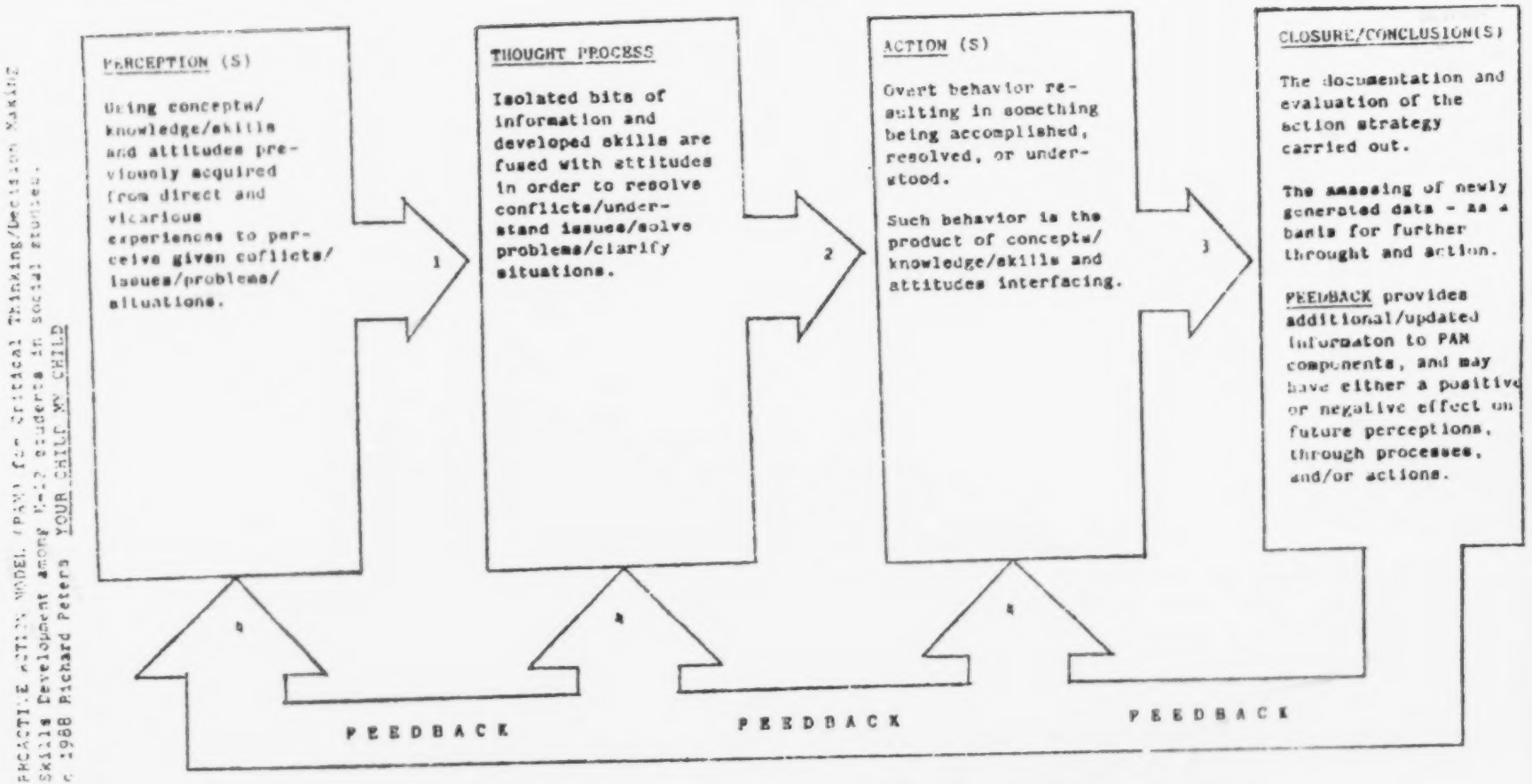
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DIAGRAM I: PROACTIVE ACTION MODEL

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HUMAN DYNAMICS IN THE CLASSROOM

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Assistant Professor/Education
Corpus Christi State University

ANY endeavor designed to enhance the potential of individuals, to affect change, or to improve performance must be based upon human interaction and cooperation.

This give-and-take can only be achieved in the classroom when a climate of mutual respect and understanding exists. Interaction and cooperation are enhanced when everyone involved in a given process; students AND teachers, has a deep sense of ownership of that process.

Ownership is achieved only when each-and-every classroom member has the opportunity to contribute, in thought and action, to goal(s) attainment.

Teachers should strive to address the several aspects of an effective human dynamics strategy. The strategy used in this discourse is referred to as TEAMS: Teaching Effective and Active Membership of Students.

KNOW the team members. Apply and maximize the potential of each student to the given process.

UTILIZE the acquired knowledge, skills, and prior experiences of team members when designing and implementing a given process.

ESTABLISH a dialogue among team members.

DELEGATE responsibilities for learning to team members.

INVOLVE team members in decision making, planning, and evaluating activities.

PROVIDE for team member's self evaluation.

ESTABLISH a climate of cooperation and trust based upon a sincere sense of caring and honesty.

STRESS the importance of human interaction and dialogue when focusing team attention and effort on goal(s) attainment.

KEEP team members informed. Provide students with clearly stated goals and objectives. Let them know what they are being held accountable for.

ENCOURAGE team member's input.

MONITOR individual student/team progress.

BE A TEAM MEMBER - YOURSELF !!!!!!!

THE TEACHING/LEARNING PROCESS

For the teacher who chooses to actively involve students in group or team activities and self-instruction processes, there will be specific times, during the course of any given day, when his/her role-as-teacher will change to fit the given situation.

When introducing students to new concepts, knowledge, and skills the classroom teacher will assume the role of director of learning. In a given instance, the teacher introduces new material via lecture, demonstration, audiovisuals, etc.

Critical to success in concepts, knowledge, and skills development is the continuous/sequential process of acquisition, application, reinforcement, and refinement (mastery or proficiency). As teachers actively involve their students in this process, they discover that their role(s) in the classroom and at field-based sites change.

With an emphasis on concepts/knowledge/skills application in diverse situations, students assume a greater degree of responsibility for their own learning. Teachers become facilitators of learning as they design alternative experiences from which students can select those that meet personal/group abilities, interests, experiences, and needs.

When students are actively involved in the discovery process, teachers function as monitors of progress, resources to student inquiry and learning, evaluators of student performance, and even cooperative learners.

Dr. Peters is experienced in K-12 education as a former classroom teacher (5-12), department chair (9-12), district-wide curriculum coordinator (K-12), federal project director, and supervisor of teacher inservice training.

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SEQUENCING STUDENTS' COMMUNICATION SKILLS DEVELOPMENT ACROSS THE K-12 SOCIAL STUDIES CURRICULUM

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With many students, it is a fact that a picture is worth a thousand words -- and more!

For those students who have a difficult time reading, and sharing information as well as their feelings/experiences/opinions/thoughts with others, schema can be designed and used in classroom and at field-based sites to encode/decode messages; thus enhancing their ability to learn from/share with other students. Schema types include diagrams, outlines, and plans.

Diagrams are simple/complex procedures or processes -- when depicted in picture form -- enable students to 'see' the steps that must be taken, often in a prescribed order, if they are to progress from procedure/process-initiating through to procedure/process-concluding activities. The PROACTIVE ACTION MODEL (PAM) depicts the several steps involved in critical thinking/decision making/problem solving skills development and application in real life and real-to-life (simulated) scenarios.

Outlines are reduced-in-length discourses and narrations -- usually in visual form. Essential information is provided in abbreviated versions that are consistent with the ordering of that material in the original document. A skillfully designed framework-of-information can provide essential data without detailing the document's content. It is this essential data that will be used by students to determine whether they should pursue a more-detailed investigation of the document(s).

Plans are strategies that depict a program-of-action to be undertaken -- in order to resolve a perceived conflict, to clarify an issue of personal/social importance, to solve a problem of individual/group concern, or to better understand a situation that impacts our daily lives. Programs-of-action can be applied to real life or to real-to-life scenarios and then monitored/evaluated as to change-effectiveness and impact upon individual/group comprehension as well as future action(s).

The social studies field is blessed with numerous types of instructional and reading materials. Teachers can use audio-visual materials to heighten students' interest; they can incorporate the daily newspaper into classroom discussions of current events; and they can enrich students' experiences by introducing them to primary source materials such as letters, diaries/journals, and documents. Students can interact with hands-on materials such as globes and models; they can use monthly publications as a basis for contemporary issues studies; and community-based 'reading material' such as signs, public notices, announcements, and visual arts displays can provide opportunities for in-depth understanding and skills application.

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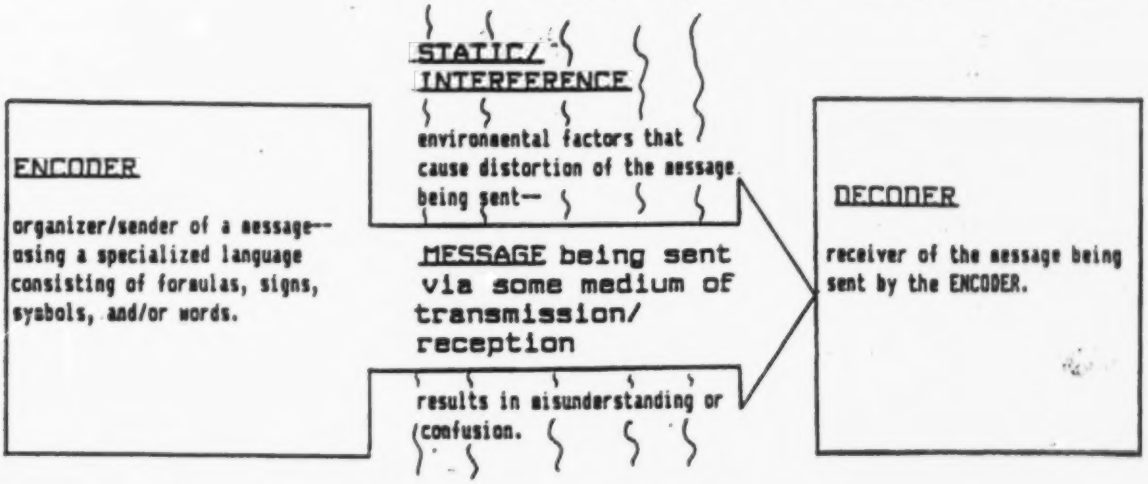
Having students 'feel good' about what they think they can do, and then providing them ample opportunities to be successful at these endeavors will ultimately result in an internalized motivation to be 'more daring' -- to risk one's SELF ESTEEM in new and uncertain situations.

As important as classroom success is the student's ability to communicate his/her feelings of self worth to others. Knowing how the communication process works, and being able to employ it when desired, will enhance a student's desire to participate in group activities, to share information and experiences with others, and to seek out new ways to communicate and to receive information.


STATIC/ INTERFERENCE
environmental factors that cause distortion of the message being sent--
ENCODER
organizer/sender of a message-- using a specialized language consisting of foraulas, signs, sysbols, and/or words.
MESSAGE being sent via some medium of transmission/ reception
DECODER
receiver of the message being sent by the ENCODER.
results in misunderstanding or confusion.

SEQUENCING--a process by which individuals learn to:

1) construct (design) simple messages -- based upon known concepts and knowledge -- that will be recognized (read) by the target audience (decoder), and which are commonly presented in an auditory/ tactile/visual form;

* (when appropriate, respond (react) to the message decoder -- to message feedback such as acceptance of the message, a need for message, classification/further explanation, misunderstanding of the message content/intent, or rejection of/non-compliance with the message.)

2) connect (relate) not previously known content of a more-complex nature (design/ style) with simple messages previously recognized and understood (made sense out of) by the DECODER;

3) perceive (be aware of) connections (relationships) among simple/more-complex messages received, being made by the DECODER, at the point-in-time a message is received (acknowledged) by the DECODER.

SEQUENCING--a process by which individuals learn to:

1) recognize (read) simple messages -- based upon known concepts and knowledge -- as commonly presented in auditory/ tactile/visual forms;

2) comprehend/understand (make sense out of) these simple messages;

3) discuss/explain (interpret) and apply messages received with/to others to new situations;

* (When appropriate, respond to the message ENCODER)

4) apply (transfer) their comprehension/understanding of simple messages to newly received messages of a more-complex nature; that is, constructs (designs) that present content not previously known in different/new formats (styles);

5) perceive (be aware of) content/ construct connections (relationships) among the simple/more-complex messages received at any given point-in-time;

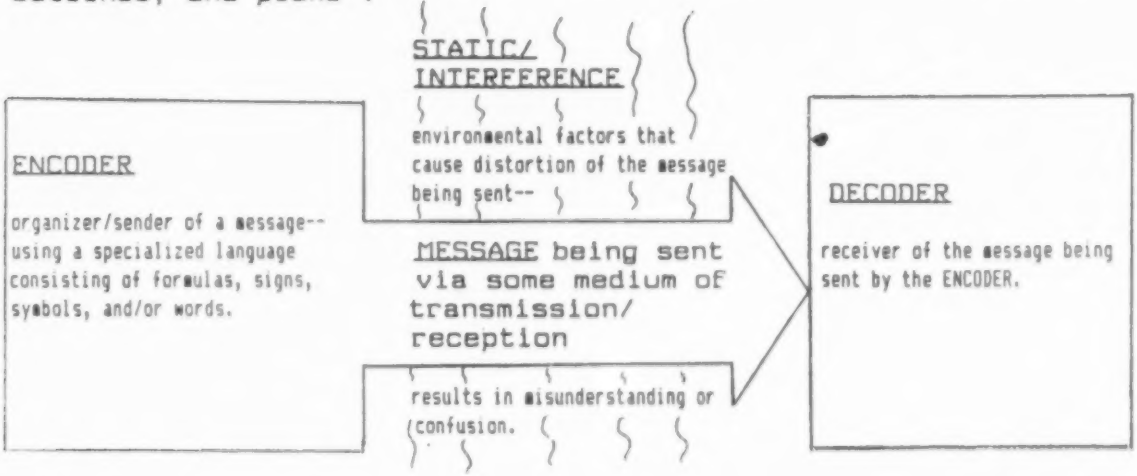
6) perceive (be aware of) content/construct connections (relationships) among simple/more-complex messages received over an extended period-of-time.

USING SCHEMA TO SEQUENCE COMMUNICATION SKILLS DEVELOPMENT AMONG LEARNERS

Richard O. Peters, Ed.D.
College of Education
Corpus Christi State University

With many learners, it is a fact that a picture is worth a thousand words -- or more!

For those individuals who have a difficult time sharing information as well as their feelings/experiences/opinions/ thoughts with others, schema can be designed and used to encode/decode messages -- thus enhancing their ability to learn from/share with their fellows. Schema types include diagrams, outlines, and plans[1].


STATIC/ INTERFERENCE
environmental factors that cause distortion of the message being sent--
ENCODER
organizer/sender of a message-- using a specialized language consisting of formulas, signs, symbols, and/or words.
MESSAGE being sent via some medium of transmission/ reception
DECODER
receiver of the message being sent by the ENCODER.
results in misunderstanding or confusion.

SEQUENCING--a process by which individuals learn to:

1) construct (design) simple messages -- based upon known concepts and knowledge -- that will be recognized (read) by the target audience (decoder), and which are commonly presented in an auditory/ tactile/visual form;

* (when appropriate, respond (react) to the message decoder -- to message feedback such as acceptance of the message, a need for message, classification/further explanation, misunderstanding of the message content/intent, or rejection of/non-compliance with the message.)

2) connect (relate) not previously known content of a more-complex nature (design/ style) with simple messages previously recognized and understood (made sense out of) by the DECODER;

3) perceive (be aware of) connections (relationships) among simple/more-complex messages received, being made by the DECODER, at the point-in-time a message is received (acknowledged) by the DECODER.

SEQUENCING--a process by which individuals learn to:

1) recognize (read) simple messages -- based upon known concepts and knowledge -- as commonly presented in auditory/ tactile/visual forms;

2) comprehend/understand (make sense out of) these simple messages;

3) discuss/explain (interpret) and apply messages received with/to others to new situations;

* (When appropriate, respond to the message ENCODER)

4) apply (transfer) their comprehension/understanding of simple messages to newly received messages of a more-complex nature; that is, constructs (designs) that present content not previously known in different/new formats (styles);

5) perceive (be aware of) content/ construct connections (relationships) among the simple/more-complex messages received at any given point-in-time;

6) perceive (be aware of) content/construct connections (relationships) among simple/more-complex messages received over an extended period-of-time.

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[1] diagram(s): geometrical figure(s), sketch(es), chart(s), and graph(s).
outline(s): systematic listing(s) of information in summary form.
plan(s): program(s) for doing something; procedure(s) and process(es).

DIAGRAM(S): Simple/complex procedure(s) or process(es) -- which depicted in picture form -- enable learners to 'see' the steps that must be taken, often in a prescribed order, if they are to progress from procedure/ process-initiating through to procedure/ process-concluding activities.
The Proactive Action Model depicts the several steps involved in critical thinking/decision making/ problem solving skills development and application in real life and real-to-life (simulated) scenarios.

OUTLINE(S): Lengthy discourse(s) or narration(s) reduced, in visual form, to the essential information needed -- in order that learners can comprehend the message(s) and apply information to diverse real life and real-to-life scenarios.
The information provided in abbreviated version is consistent with the ordering of that material in the original document.
A skillfully designed framework-of-information can provide essential data without detailing the document's content. It is this data that will be used by learners to determine whether they should pursue a more-detailed investigation of the document(s).

PLAN(S): Strategy(ies) depicting a program-of-action to be undertaken -- in order to resolve a perceived conflict, to clarify an issue of personal/social importance, to solve a problem of individual/group concern, or to better understand a situation that impacts our daily lives.
Program(s)-of-action can be applied to real life situations or to real-to-life scenarios, monitored, and evaluated as to change-effectiveness and impact upon individual/group comprehension as well as future action(s).

ART AWARENESS AND CRITICAL SKILLS DEVELOPMENT ACROSS THE K-2 CURRICULUM

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Exposure to the world of art can not only enrich students' cultural and social development, but can also enhance critical thinking and decision making skills in all subject matter areas of the curriculum.

Whether treated within the context of a separate subject, such as Art History 101, or integrated into the concepts and content of the several academic disciplines, art-related activities can affect not only students' cultural awareness and value systems, but can also challenge them to critically evaluate and develop a sense of preference.

The ability to think critically, and to discriminate among the phenomena that effect the quality of our daily lives are important skills to possess and nurture during the process of formal learning -- and throughout life!

As related to the several academic subjects, such as the social studies, art awareness activities can supplement basic course content, and can provide students with insights that affect their understandings of people/groups that have had an impact upon human development through the ages.

A study of art objects, as cultural artifacts, enable students to comprehend the unique differences that exist among diverse human groups -- past and present.

These artifacts enable students to learn about social traits and value systems as well as discover something about the natural lifespace environments in which these groups exist(ed). Clay pottery, straw baskets, woolen blankets, metal tools and weapons, shell jewelry, and wooden toys say something about available materials, lifestyles, geographic location, climate, and technological development. Primitive drawings, realistic and abstract paintings, and sculptures say something about a group's concepts of beauty, grace, and style.

In order to develop an investigative strategy, students must relate concepts, knowledge, and skills acquired in separate courses-of-study, and must make 'connections' among isolated facts and experiences -- in order to create a holistic view of themselves, their culture, and the world in which they live.

A study of art, and its integration into the total K-12 curriculum, requires that the 'walls' of the traditional school be expanded to encompass the community-at-large; that is, the natural and social phenomena that constitute the total lifespace.

Consideration must be given to those community resource people, places, things, events, and sites that can, and must, enrich the experiences of the classroom. Thus, learning in its more-formal sense takes on a new reality within the context of the real world that exists outside the confines of the school.

Art galleries, museums, artists' studios, music halls, theatres, art objects on public display in parks and elsewhere, and the architecture of buildings and structures become relevant in the daily lives and experiences of students. These objects not only personify the creative style and personality of individuals but also reflect the aesthetic values and quality-of-life of social groups -- forever 'frozen' in time.

Local artists can be invited into classrooms; students can be taken on field trips to view art exhibits; they can attend recitals and experience live performances and productions; they can study and analyze the character of the community lifespace; and they can create pieces of art for public display. These works of art provide students the opportunity to communicate their emotions and values in non-traditional ways.